



# ASSESSMENT FOR LEARNING AND TEACHING TRACKING SHEET



## Kindergarten: Measurement

Circle: **D (Diagnostic Assessment)**, **F (Formative Assessment)** or **S (Summative Assessment)** depending on use.

Levels of Achievement: **B**eginning, **P**rogressing, **S**ophisticated

### OVERALL EXPECTATION:

**Measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity**

Compare and order objects by the measurable attribute of length <b>Activities 1-6</b>	Compare and order objects by the measurable attribute of capacity <b>Activities 7-12</b>	Compare and order objects by the measurable attribute of mass <b>Activities 13-15</b>	Compare objects by the measurable attribute of area <b>Activities 16-18</b>	Identify and describe appropriate dress and activities for a variety outdoor temperatures <b>Activities 19-21</b>	Identify standard and non-standard measuring tools appropriate for particular kinds of measurement <b>Activities 22-24</b>
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Student Name	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	D	F	S	Next Steps
																			<p>IDEAS:</p> <ul style="list-style-type: none"> <li>■ Have students build connecting cube trains of 5 cubes. "Find something that is the about the same length. How do you know? Find something that is shorter or longer. How do you know?"</li> <li>■ Have students order a group of three objects. "Tell me about the length/size/mass of the objects." Listen for students' use of comparative language: shorter/shortest, longer/longest, taller/tallest, bigger/biggest, smaller/smallest.</li> </ul>

Since *Quickcheck Math* was developed specifically for the Ontario Mathematics Curriculum, its uses should be guided by the Ontario Mathematics Curriculum documents, The Kindergarten Program or The Full-Day Early Learning-Kindergarten Program and the Guides to Effective Instruction in Mathematics produced by the Ontario Ministry of Education. Each of the five *Quickcheck Math* books contains content that is developed around one Overall Expectation per strand from the Ontario Mathematics Curriculum. Ontario primary teachers have found a variety of effective ways to use *Quickcheck Math* within this context. Several are summarized here.

### **Linking Assessment...**

*"Assessment is an ongoing awareness of students' learning and their needs, rather than an occasional event in the program. Minute-by-minute observations of students, along with an understanding of how children learn, allow teachers to make valid decisions and judgments..."*

— Ontario Ministry of Education (2006).

*A Guide to Effective Instruction in Mathematics, Volume Four: Assessment and Home Connections*, 3.

- **Diagnostic Assessment:** Go to the inside cover of the book. Select a group of activities for students to complete and conference with them about what they are doing. Use this information to support your instructional plan and to guide your next steps.
- **Formative Assessment:** *Quickcheck Math* activities are sequential and clustered. The answer key at the bottom of each activity provides immediate feedback to students and teachers about progress.
- **Summative Assessment:** It is important to plan your units of study with the end in mind. Pre-select a *Quickcheck Math* activity for the purpose of summative assessment prior to your unit of study. Design your own summative task using a selected page as the stimulus (no need to use the answer key at the bottom of the activity).

### **... to Instruction**

*"Teaching that is responsive to students' needs uses moment-by-moment assessment information to modify instruction as it is taking place."*

— Ontario Ministry of Education (2006).

*A Guide to Effective Instruction in Mathematics, Volume Four: Assessment and Home Connections*, 12.

- **Before/Getting Started:** Based on the outcome of a previous lesson, select an activity that children can review to activate relevant prior knowledge for the new lesson.
- **During/At Work:** Use a selected series of activities for guided practice with a group of students who have the same instructional need.
- **After/Practice and Consolidation:** After completing one or more *Quickcheck Math* activity, students are asked to reflect on what they learned in their math journal. Select a series of activities for the purposes of further practice. This activity could be done at home or at school.

*Quickcheck Math* Tracking Sheets and Preamble concept inspired and developed by Maureen Baraniecki, Elementary Curriculum Coordinator, Hastings and Prince Edward District School Board.