Making Plans

Diagnostic Assessment for Going to Grandma’s

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Assessment Activity Title:
Making Plans

Assessment Form:
Diagnostic

Type of Assessment:
Performance Assessment, Constructed Response,

Duration:
Since this assessment has three parts and is given on an individual basis, it should be started about a week before beginning the unit.

Standards Assessed:
SC.C.1.1.1.K.1, SC.C.1.1.2.K.1, SC.C.2.1.1.K.1, SS.A.2.1.2.K.1, SS.B.2.1.5.K.1, SS.D.2.1.1.K.1, LA.A.1.1.2.K.4, LA.A.1.1.2.K.5, LA.A.1.1.3.K.1, MA.A.3.1.2.K.1

Description of Assessment Activity:
This is a three-session assessment and must be given individually in order to assess individual student’s knowledge. One-on-one conferencing is a necessity. Session one can be done during phonics time, session two during reading, and session three during math, or however your schedule permits, but students should not be expected to complete all three sessions in one sitting. Because this assessment is given individually, the time frame for giving the assessment may include any small amounts of time in the week or two prior to beginning the unit. Using the attached picture and word cards, poem, and illustrations, students demonstrate proficiency in the science, social studies, and language arts standards included in this unit. Using miniature cars or other models of transportation, students demonstrate proficiency in the math standard included in this unit. Remember that the purpose of a diagnostic is to find out what the students already know. It is not a teaching opportunity. If the students don’t understand or have difficulty, mark the Assessment Records with a dash and continue to the next student. This should not be a time consuming activity.

Teacher Directions:
Gain students’ attention by telling them that you will be calling them to read to you and do some activities with you in order to see what they know about transportation and how things move. Tell them that they will be asked to read some words and find rhyming words, also. Be sure they understand that this is just for your information, and it is OK if they can’t do what you ask. If in doubt of whether an answer is appropriate, consult the wording of the standard. For instance, MA.A.3.1.2.K.1 states that students create and act out a number story, so the teacher is not allowed to tell a story for the student to act out.
Session 1 – Print and cut apart the picture cards and word cards included in this assessment. Students use these cards as described to show proficiency in the standards stated. As each part is completed, mark the Assessment Records.

1. Display the ten transportation picture cards by placing them on a table.
2. Display the words slide, roll, fly. Read the words to the students.
3. Select a picture card and ask the student to identify the picture and tell what it is used for (SS.A.2.1.2.K.1).
4. As each picture is identified, ask the student whether it slides, rolls, or flies. Have the student place the picture under the word he/she determines describes the movement (SC.C.1.1.2.K.1).
5. When all pictures have been identified and categorized, display the word cards that name the pictures. Have the student read the name cards (LA.A.1.1.3.K.1), and then match the pictures with the names (LA.A.1.1.2.K.4).
6. With all ten pictures still on display, ask the student to select the picture that shows what moves the fastest then slowest. Then show what moves faster than the van, and slower than the van (SC.C.1.1.1.K.1).
7. Remove all the word cards and all the picture cards except the train and tractor. Allow the student to select one of these pictures and tell about the person who works on the selected form of transportation. What is the person called that works on the selected transportation and what does he/she do on the job (SS.D.2.1.1.K.1)?

Session 2 – Print the poem, visual that accompanies the poem, and questions to be asked concerning the poem. Print the sledding picture. As each part described below is completed, mark the Assessment Records.

1. Display the visual for the student to see. The visual is to be used to keep the student’s interest and to give hints for the rhyming words. Name the pictures. Have the student repeat the names of the pictures.
2. Explain to the students that you will read a poem. In the poem, there are rhyming words missing. It is the student’s job to tell the missing rhyming word from the pictures they see on the visual.
3. Read the poem. When you come to a blank, wait for the student to fill in the blank with a rhyming word (LA.A.1.1.2.K.5). If he/she does not understand, or gives the wrong word, mark the Assessment Records accordingly and continue.
4. After reading the poem, ask the questions supplied (SS.B.2.1.5.K.1).
5. Show the sledding picture. Ask students how the girl will get the sled up the hill so she can ride it down. The key words you are listening for are “push” and/or “pull” (SC.C.2.1.1.K.1). Since these are the key words from the standard, they must be used. If the student does not use push or pull in his/her explanation, it is an indication that the terminology is to be taught. Remember that the diagnostic assessment is to guide the teacher as to what needs to be taught.

Session 3 – Collect a set of five miniature cars, truck, planes, or other modes of transportation. If you do not have access to such a collection, ask a student to bring his/her collection from home. If no models can be obtained, pictures can be used.
1. Ask students to tell you a number story about the models and to use the models to show their story (MA.A.3.1.2.K.1). The story can be a counting story such as: “There are four cars and one truck.” If addition and/or subtraction have been taught, the stories may include these functions such as: “There are three cars and one of them wrecked. Now there are two cars.” Any story that includes numbers and can be enacted using the models is acceptable.

2. When completed, mark the Assessment Records.

3. When the unit is complete, it may be appropriate to review this diagnostic with the students. Review helps with retention.

**Student Directions:**

**Session 1** – Look carefully at the cards. Listen to my instructions.

1. Tell me what is on the card and what it is used for (SS.A.2.1.2.K.1).
2. Tell whether the things on the cards slide, roll, or fly. Put them under the correct word (SC.C.1.1.2.K.1).
3. Read the words on the cards (LA.A.1.1.3.K.1).
4. Match the words with the pictures named (LA.A.1.1.2.K.4).
5. Think about how fast or how slow the things on the cards move (SC.C.1.1.1.K.1). Listen as I tell you which card you should find.
6. Pick one of these cards left on the table. Tell who works on this thing and what the person does (SS.D.2.1.1.K.1).

**Session 2** –

1. Look at the picture. Listen as I tell you the names of the pictures. Say the names after I say them.
2. Listen as I read the poem. Some of the words are missing. The missing words are all rhyming words from the pictures. When I stop, you fill in the next word with one of the picture words. Remember that they must rhyme (LA.A.1.1.2.K.5).
3. Look at the people riding the sled down the hill. The girl wants to ride, too. How can she get her sled up the hill (SC.C.2.1.1.K.1)?

**Session 3** –

1. Look at the cars and things on the table. Think of a number story about the things you see. Tell me the number story. Show the story using the cars and things on the table (MA.A.3.1.2.K.1).

**Scoring Method and Criteria:**
Use the Assessment Records form from the unit’s attached files to record results of the diagnostic assessment. A key is located on the form.
<table>
<thead>
<tr>
<th>slide</th>
<th>roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>bus</td>
</tr>
<tr>
<td></td>
<td>canoe</td>
</tr>
<tr>
<td>sled</td>
<td>boat</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><img src="image1" alt="sled" /></td>
<td><img src="image2" alt="boat" /></td>
</tr>
<tr>
<td>Plane</td>
<td>Horse</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>![Plane Image]</td>
<td>![Horse Image]</td>
</tr>
</tbody>
</table>

- **Plane**
- **Helicopter**
- **Tractor**
<table>
<thead>
<tr>
<th>Image of a van</th>
<th>van</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image of a train</td>
<td>train</td>
</tr>
</tbody>
</table>
We’re going to Grandma’s.
My mom said we can,
I’m putting my suitcase
Into our (van).

I’m not going to school
My friends can’t go with us.
I’ll just wave at my friends
As they get on the (bus).

As we travel along
I see tracks and a (train).
High overhead
I see a big (plane).

Under the bridge
Where the frogs like to float.
I hear a loud motor.
I see a fast (boat).

Questions
(SS.B.2.1.5.K.1)
1. Why do you think they are taking the van to Grandma’s? (too far to walk, lots of stuff to take, etc.)
2. Are they moving people, things, or ideas? (people and things)
3. Why is the van better to take than a pickup truck? (more room, stuff won’t get wet)
4. What is moved using a bus? (people, school supplies)
5. Which is better to move the kids to school, a bus or a van? Why? (the bus holds more)
6. Why is a bus important? (transports a lot of people at once)
7. What might be on a train? (people, cargo)
8. What might be on the plane? (people, cargo)
9. Why would a train be better to ride than a plane? (afraid to fly, fun)
10. Why would a plane be better to ride than a train? (tracks may not go where you want to go, faster, fun)
11. Why are planes and trains important? (to move people and things)
12. What might be on a boat? (people, cargo)
13. Why would a boat be better to ride than a train? (tracks may not go over the water, fun)
14. What is important about a boat? (can carry people and things across the water)
15. Before we leave on the trip, we need to tell Grandma that we are coming. How should we tell her? Tell why you would or would not use these methods of moving your idea. (telephone – fast, hear her voice; letter – slow, don’t know if she gets it; computer – fast, but she may not turn hers on, may not have one)
Visual
(Session 2)
Sledding
(Session 2)

How can she get the sled up the hill?