

1 2 3 + 4 5



# Kindergarten Items in Russian for Assessing Mathematical Understanding

6 7 . 8 9 0 =



1 2 3 + 4 5

 education  
northwest  
CREATING STRONG  
SCHOOLS & COMMUNITIES

2013

Portland, OR

# Kindergarten

Items in Russian for

# Assessing Mathematical Understanding

6 7 . 8 9 0 =



Education Northwest  
101 SW Main St, Suite 500  
Portland, OR 97204  
503.275.9500  
[educationnorthwest.org](http://educationnorthwest.org)

© Education Northwest, 2013. All rights reserved.

ISBN 13: 978-089354-125-5

Cover image by Lucas Grzybowski

# Contents

Instructions . . . . .	1
Advance Preparation . . . . .	3
Section 1. . . . .	7
Section 2. . . . .	31
Section 3. . . . .	55



# Instructions

This assessment, **with teacher scripts and student items in Russian**, is one of four components of Assessing Mathematical Understanding. It is recommended that users familiarize themselves with the background, concept areas, learning goals, and organizational framework found in *A Guide for Assessing Mathematical Understanding* before using this assessment. Detailed instructions and sample records are found on pages 37–43 of the *Guide*. A blank student record and a class record can be found in the appendix of the *Guide*.

## Preparation

1. **Collect the materials** necessary for the assessment.
2. **Set up a space** that is free from distractions and allows the teacher or other test administrator and student to sit comfortably face-to-face with the test booklet open on the table between them. There should be sufficient workspace for the student to lay out manipulatives and to write.
3. **Bring one student at a time** to the interview location.
4. **Read the introductory script.**
  - a. Say, “Сегодня, я задам тебе несколько вопросов о числах? Тебе нравится вопросы о числах?”
  - b. Say, “Ты можешь сказать: “Я не знаю” или “Можно пропустить?”
  - c. Say, “Я прочитаю задачу снова, если ты попросишь меня.”
  - d. Say, “Ты можешь использовать любые предметы на столе, если они тебе помогут ответить на вопрос.”
  - e. Say, “Ты готов начать? Давай начнём.” (Or wait if the student has a question.)

## Administration and Scoring

5. **Read each item as printed and elaborate, if necessary.** The goal is for the student to be able to show what he or she knows.
  - a. You may paraphrase or repeat anything in the assessment.
  - b. You may offer manipulatives shown on each page.
  - c. Students may point (rather than speak) to indicate an answer when appropriate.
  - d. If a student does not know his or her colors or is unfamiliar with a vocabulary word, you may clarify.
  - e. There is no time limit for responses (except as indicated in the assessment).
  - f. Units are not required for correct answers. For example, “5” and “5 dogs” are both correct.
6. **Give neutral feedback** that does not indicate whether the student has answered correctly or incorrectly. Maintain a neutral expression. Reinforce students’ good effort. You might use the following:
  - a. “Спасибо.”
  - b. “Я вижу, что ты сделал.”
  - c. “Молодец!”
  - d. “Это была трудный/легкий вопрос?”
  - e. “Очень хорошо!”
  - f. “Мы можем начать следующий вопрос?”

7. Record student responses to each item and mark the [student record](#) using the indicated codes.
8. Follow the “moving through the assessment” directions. In the lower right portion of each teacher’s page there are instructions telling whether to advance to the next question or skip to a later question if the student answers incorrectly.

**After Each Assessment**

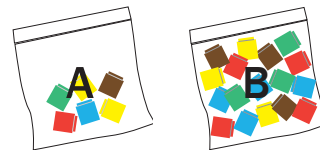
9. Complete the learning profile on the student record.
10. Compute a cumulative score using the point values indicated.



# Advance Preparation

## Materials needed

- Two clear plastic bags prepared as follows:
  - Bag A has 6 loose linking cubes (section 1, item K6)
  - Bag B has 17 loose linking cubes (section 1, item K7)



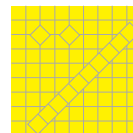
- Paper and writing tool for the student



- A supply of about 25 additional linking cubes (loose)



- A supply of base-ten blocks (1 flat, 10 longs, 10 units)



- A 9-inch length of string or yarn (item K12)



- Prepare number cards (see page 5, for section 2, item K24)



- Prepare triangles (see page 6, for section 3, item K35)

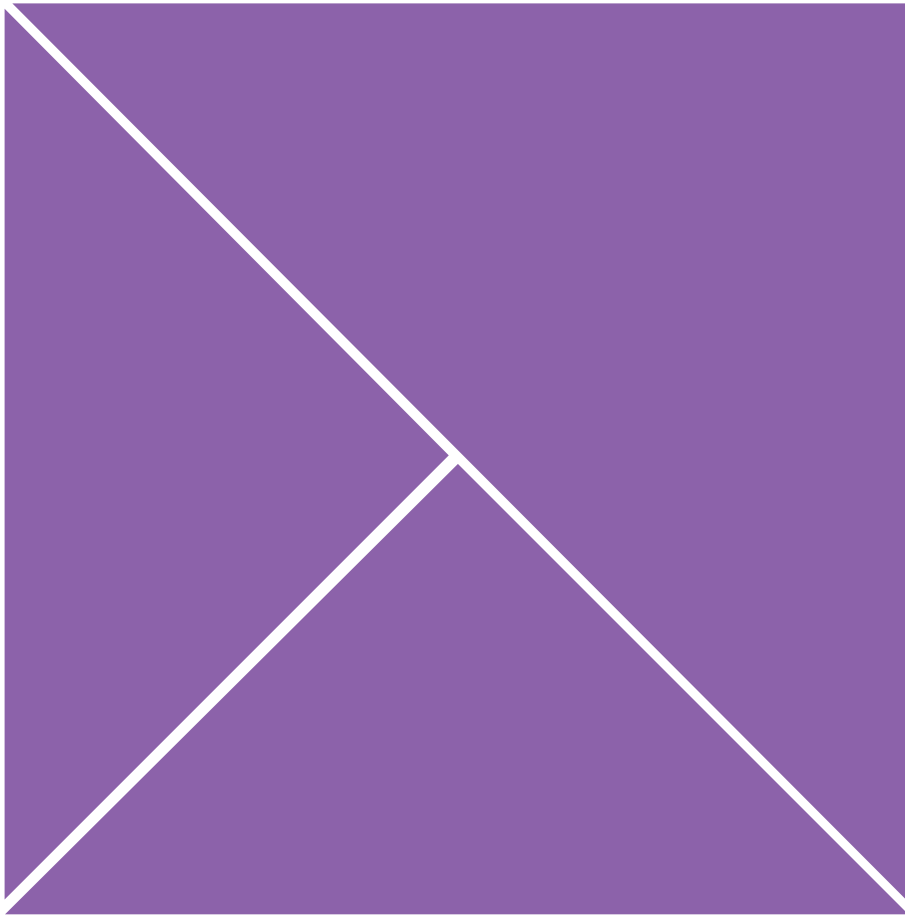




8

7

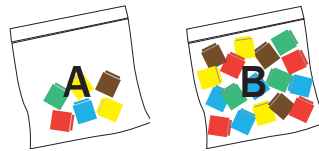
4



# Section 1

## Materials needed

- Two clear plastic bags prepared as follows:
  - Bag A has 6 loose linking cubes (item K6)
  - Bag B has 17 loose linking cubes (item K7)



- Paper and writing tool for the student



- A supply of about 25 additional linking cubes (loose)



- A 9-inch length of string or yarn (item K12)



# Посчитай

# Count for Me

- Say, “Считай, пока я тебя не останавлю”
- Stop the student when he or she reaches 40.



Materials available

none

## Moving through the assessment



**Incorrect counting to 10:** Skip to item K6.  
Correct counting to 20 or 40: Turn the page.

## Correct response

Accurate count to 10, 20, 40

# Посчитай от 4 до 11

4

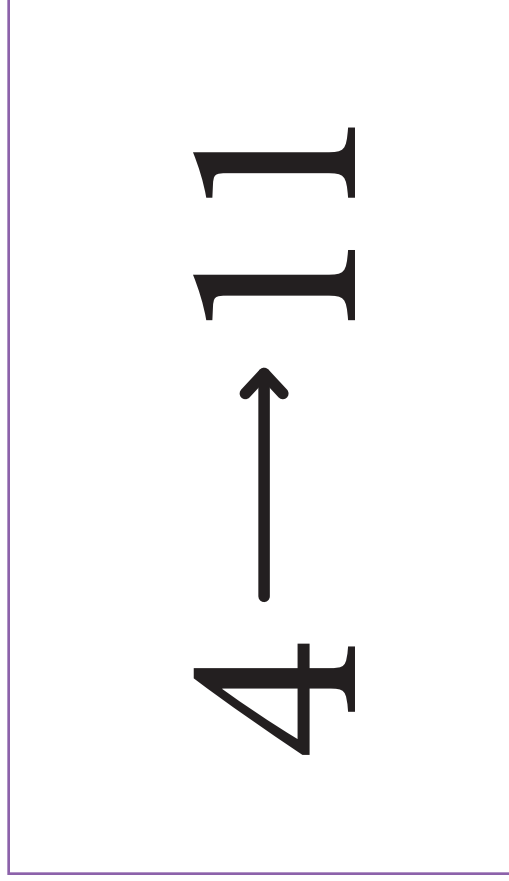


11



# Count From 4 to 11

- Say, “Посчитай от 4 до 11.”
- If necessary, use this prompt: “Скажи 4.”
- Wait for the student to say “4.”
- Say, “Теперь продолжай считать от 4 до 11.”



Moving through the assessment

 **Incorrect:** Skip to item K6.

Materials available

none

Correct response

4, 5, 6, 7, 8, 9, 10, 11

Посчитай от 16 до 22

16 → 22

# Count From 16 to 22

- Say, “Посчитай от 16 до 22.”
- If necessary, use this prompt: “Скажи 16.”
- Wait for the student to say “16.”
- Say, “Теперь продолжай считать от 16 до 22.”

16 → 22

Moving through the assessment

 **Incorrect:** Turn the page.

**Correct response**

16, 17, 18, 19, 20, 21, 22

Materials available

none

# Сколько кубиков в мешочке А?

# How Many Cubes in Bag A?

- Use Bag A with six cubes.
- Hand Bag A to the student.
- Say, “Сколько кубиков в мешочке А? Если тебе нужно, ты можешь вытащить кубики.”



Moving through the assessment

**✘ Incorrect:** Skip to item K8.

Materials available



Correct response

6 (cubes)

# Сколько кубиков в мешочке В?

# How Many Cubes in Bag B?

- Use Bag B with 17 cubes.
- Hand Bag B to the student.
- Say, “Сколько кубиков в мешочке В? Если тебе нужно, ты можешь вытащить кубики.”



Moving through the assessment



**Incorrect:** Turn the page.

**Correct response**

17 (cubes)

Materials available



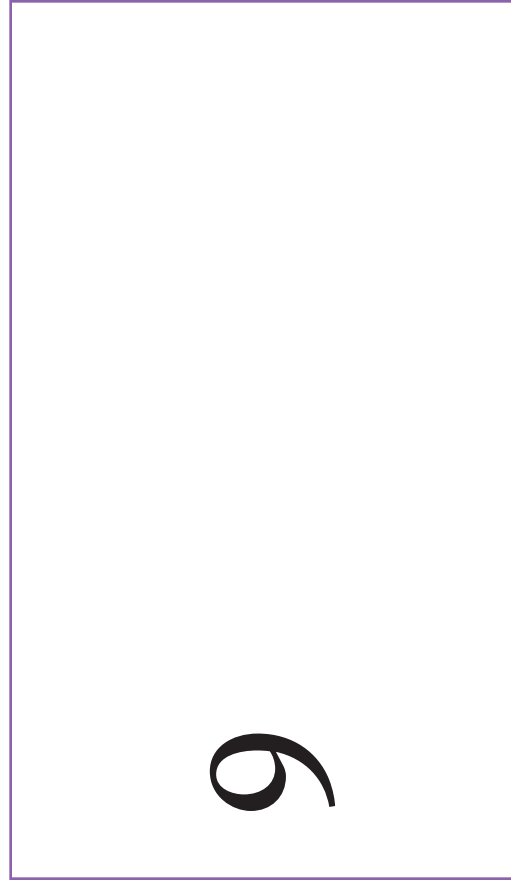
# Положи девять кубиков на страницу

9



# Place Nine Cubes on the Page

- Place the supply of loose cubes within easy reach.
- Say, “Положи 9 кубиков на страницу.”
- When the student is done, slide the cubes off the page keeping them in a group.



Moving through the assessment

**✘ Incorrect:** Skip to item K10.

Materials available



Correct response

Places 9 cubes

# Положи шестнадцать кубиков на страницу

# 16

# Place 16 Cubes on the Page

- Place the supply of loose cubes and the nine cubes from the previous problem within easy reach.
- Say, “Положи 16 кубиков на страницу.”

# 16

Moving through the assessment

 **Incorrect:** Turn the page.

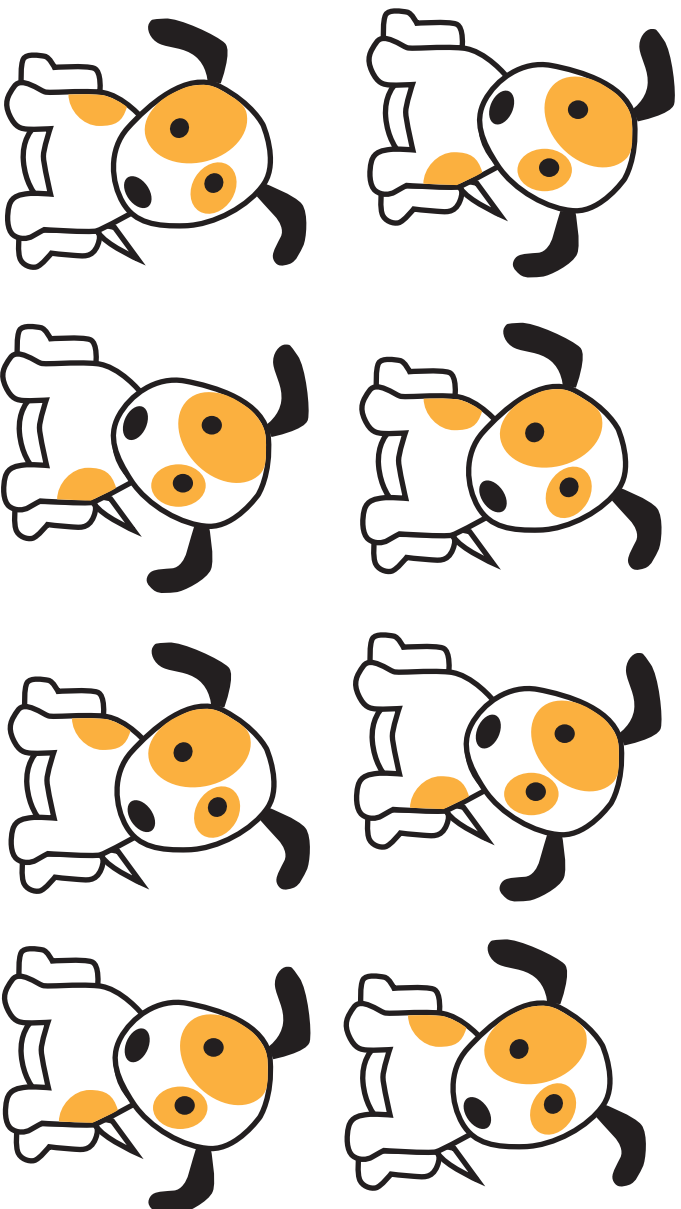
**Correct response**

Places 16 cubes

**Materials available**

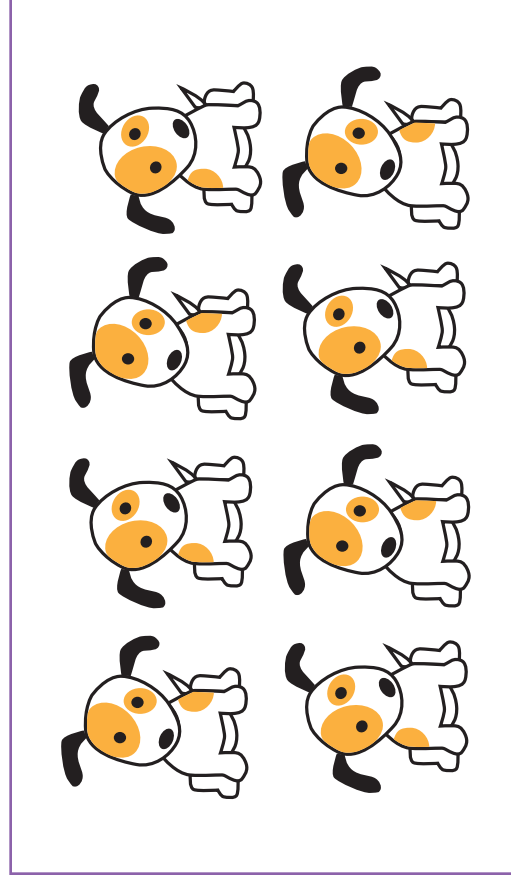


# Напиши, сколько всего собак



# Write the Number of Dogs

- Say, “Посчитай, сколько всего собак. Напиши это число на бумаге.”
- Allow the student to touch the pictures on the page.
- If the student counts incorrectly, but correctly writes the number he or she says, score *p* (*partially correct*).

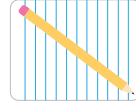


Moving through the assessment



Incorrect: Skip to item K12.

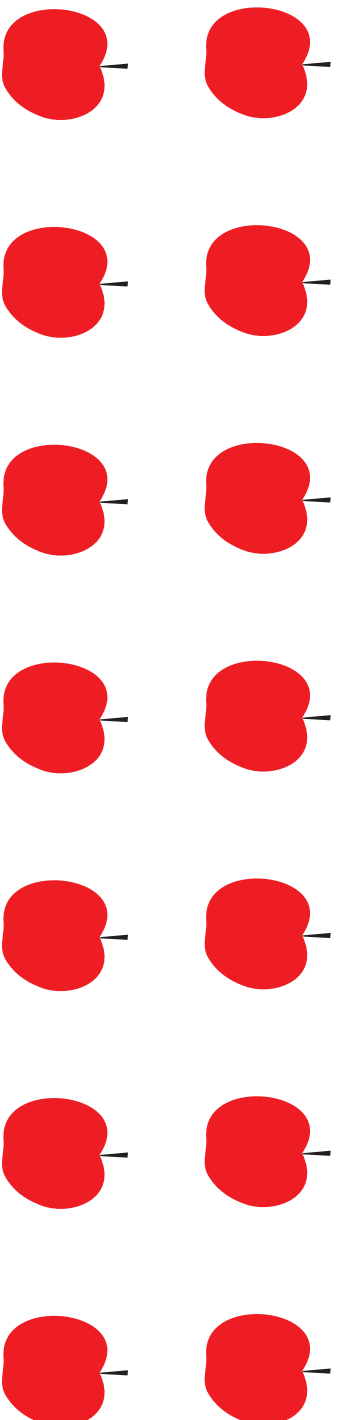
Materials available



Correct response

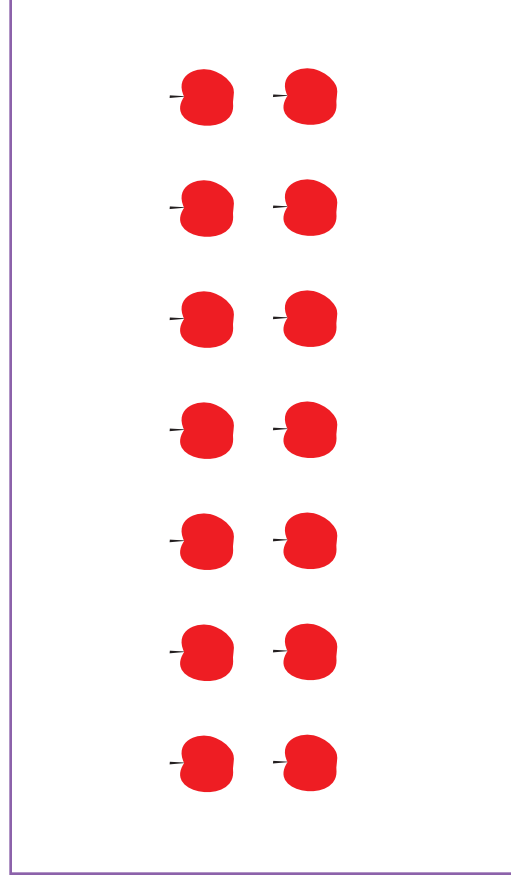
Writes “8”

# Напishi, сколько всего яблок



# Write the Number of Apples

- Say, “Посчитай, сколько всего яблок. Напиши это число на бумаге.”
- Allow the student to touch the pictures on the page.
- If the student counts incorrectly, but correctly writes the number he or she says, score *p* (*partially correct*).

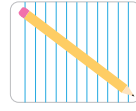


Moving through the assessment



**Incorrect:** Turn the page.

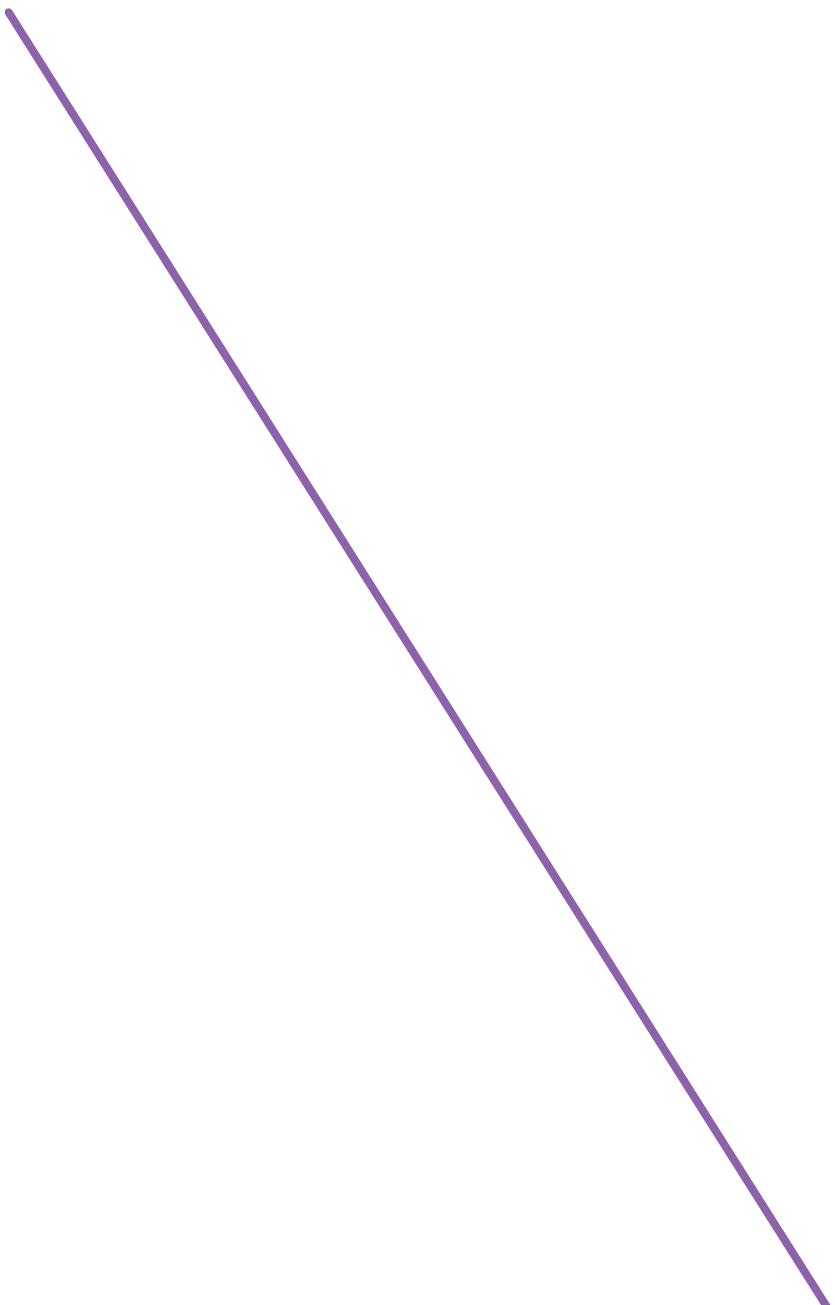
Materials available



Correct response

Writes “14”

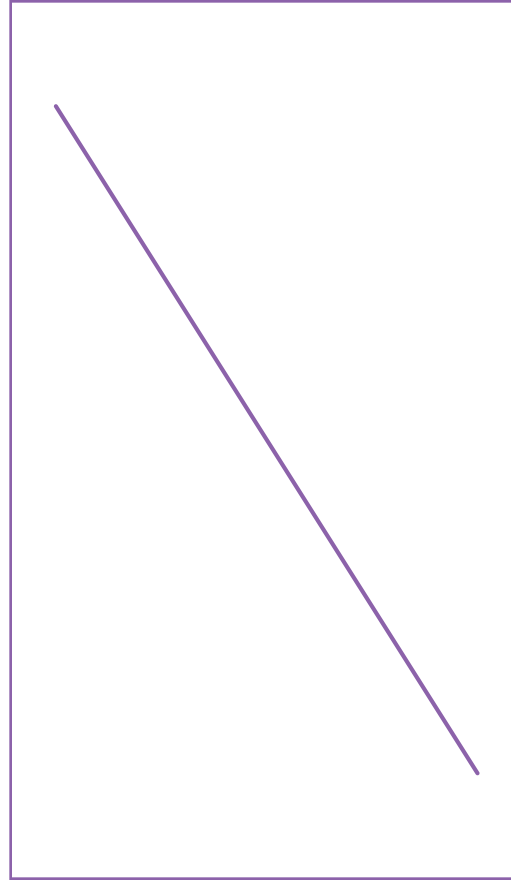
# Что длиннее?





# Which Is Longer?

- Ball or coil the precut string (length: 9 inches). Hand it to the student.
- Say, “**Что длиннее: ЭТОТ КУСОК НИТКИ ИЛИ ЛИНИЯ НА СТРАНИЦЕ?**”



Moving through the assessment



**Incorrect:** Skip to item K14 or stop at end of Section 1.

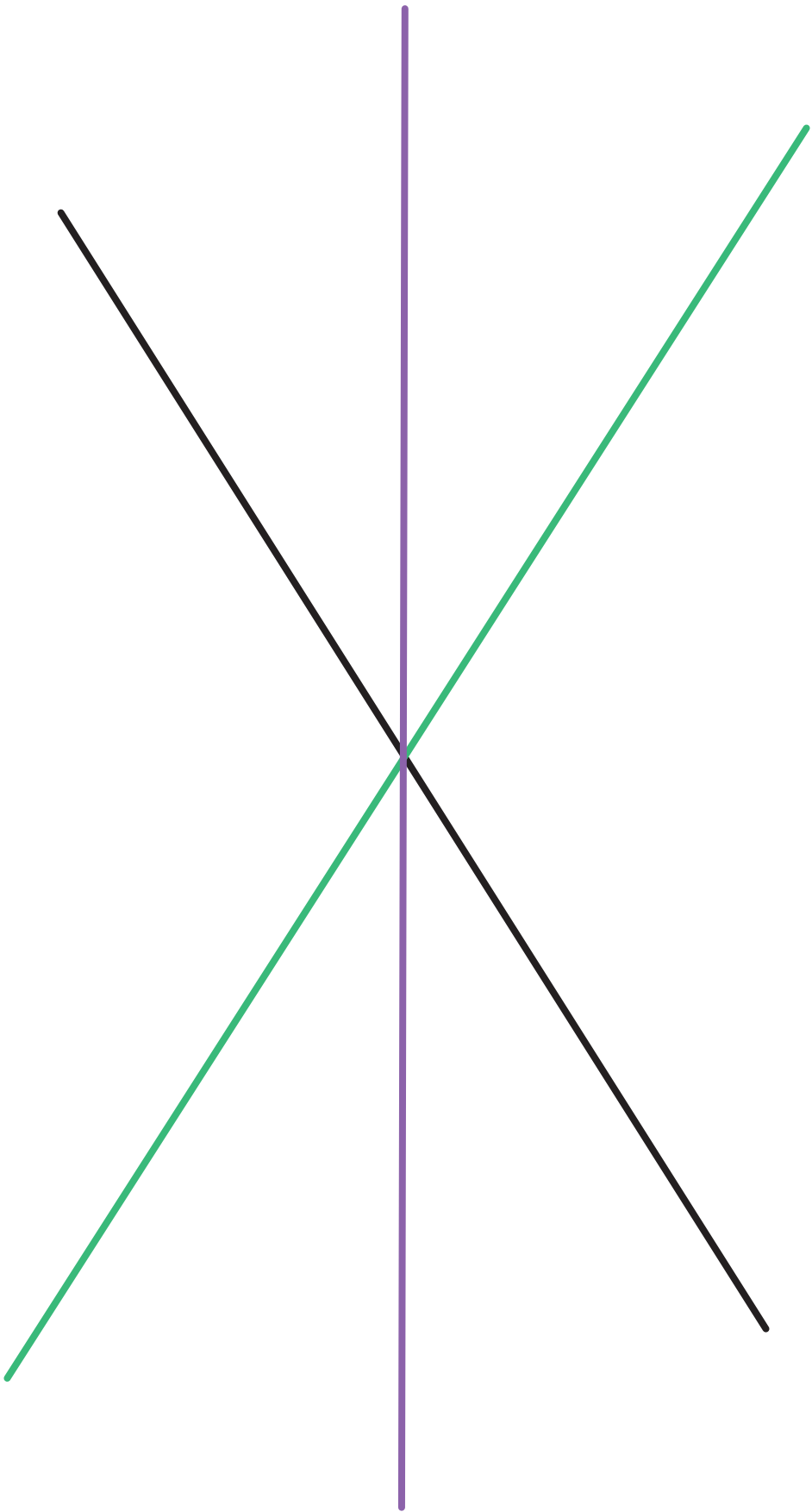
Materials available



Correct response

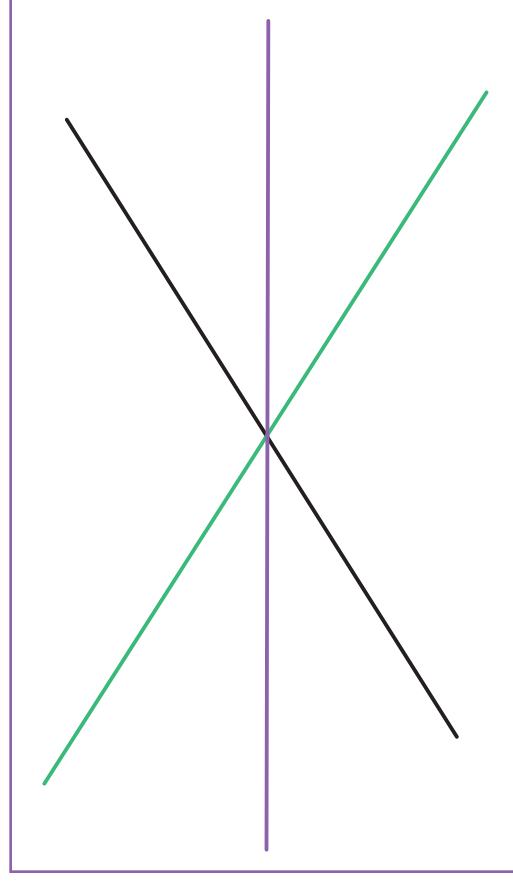
String

# Какие линии одинаковые длины?



# Which Are the Same Length?

- Say, “На этой странице три линии. Какие линии одинаковые?”
- Say, “Ты можешь взять нитки, кубики или что-то ещё, что может тебе помочь.”



Moving through the assessment



End of Section 1.

Correct response

Green and purple lines

Materials available



# End of Section 1

# Section 2

## Materials needed

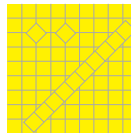
- Paper and writing tool for the student



- A supply of about 25 linking cubes (loose)



- A supply of base-ten blocks (1 flat, 10 longs, 10 units)



- Prepared number cards (item K24)



## СКОЛЬКО ВСЕГО МЕЛКОВ?

У МЕНЯ ЕСТЬ 3 МЕЛКА.

МОЙ ДРУГ ДАЛ МНЕ ЕЩЁ 2 МЕЛКА.

СКОЛЬКО ВСЕГО МЕЛКОВ У МЕНЯ СЕЙЧАС?

# How Many Crayons?

- Read the problem aloud: “У меня есть 3 мелка. Мой друг дал мне ещё 2 мелка. Сколько всего мелков у меня сейчас?”

I had 3 crayons.  
My friend gave me 2 more crayons.  
Now how many crayons do I have?

Moving through the assessment

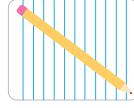


**Incorrect:** Skip to item K16.

**Correct response**

5 (crayons)

Materials available



## СКОЛЬКО ВСЕГО ЯБЛОК?

У мамы есть 3 яблока.

Она купила ещё 6 яблок.

Сколько яблок у неё сейчас?



# How Many Apples?

- Read the problem aloud: “У мамы есть 3 яблока. Она купила ещё 6 яблок. Сколько яблок у неё сейчас?”

Mom had 3 apples.

She bought 6 more apples.

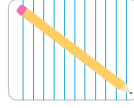
Now how many apples does Mom have?

Moving through the assessment



**Incorrect:** Turn the page.

Materials available



Correct response

9 (apples)

## СКОЛЬКО ВСЕГО ПТИЦ?

На крыше было 6 птиц.

Две птицы улетели.

Сколько птиц осталось на крыше?

# How Many Birds?

- Read the problem aloud: “На крыше было 6 птиц. Две птицы улетели. Сколько птиц осталось на крыше?”

I saw 6 birds on the roof.  
Two flew away.

How many birds are still on the roof?

Moving through the assessment



**Incorrect:** Skip to item K18.

Materials available



Correct response

4 (birds)

## СКОЛЬКО ВСЕГО МАШИН?

На стоянке было 8 машин.

Пять машин уехали.

Сколько машин осталось на стоянке?

# How Many Cars?

- Read the problem aloud: “На стоянке было 8 машин. Пять машин уехали. Сколько машин осталось на стоянке?”

There were 8 cars in the parking lot.  
Five of them drove away.  
How many cars are in the parking lot now?

Moving through the assessment

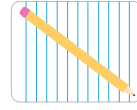


**Incorrect:** Turn the page.

**Correct response**

3 (cars)

Materials available



# СКОЛЬКО ВСЕГО ЛЮДЕЙ?

В парке 3 взрослых и 6 детей.  
Сколько людей в парке?

# How Many People?

- Read the problem aloud: “В парке 3 взрослых и 6 детей. Сколько людей в парке?”

There are 3 adults and 6 children at the park. How many people are at the park?

Moving through the assessment

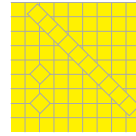
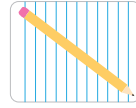


**Incorrect:** Turn the page.

**Correct response**

9 (people)

Materials available



## Сколько желтых футболок?

У моей сестры 8 футболок. Шесть из них синие, а остальные желтые. Сколько всего желтых футболок у моей сестры?



# How Many Yellow Shirts?

- Read the problem aloud: “У моей сестры 8 футболок. Шесть из них синие, а остальные желтые. Сколько всего желтых футболок у моей сестры?”

My sister has 8 shirts. Six of them are blue and the rest are yellow. How many yellow shirts does my sister have?

Moving through the assessment

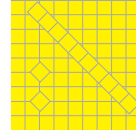
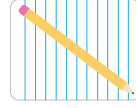


**Incorrect:** Turn the page.

**Correct response**

2 (yellow shirts)

Materials available



## Сколько наклеек?

У меня есть 8 наклеек. Я отдала несколько  
наклеек моей подружке. Сейчас у меня  
3 наклейки. Сколько всего наклеек я  
отдала моей подружке?

# How Many Stickers?

- Read the problem aloud: “У меня есть 8 наклеек. Я отдала несколько наклеек моей подруге. Сейчас у меня 3 наклейки. Сколько всего наклеек я отдала моей подруге?”

I had 8 stickers. I gave some to my friend. Now I have 3 stickers. How many stickers did I give to my friend?

Moving through the assessment

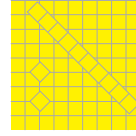
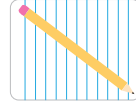


**Incorrect:** Turn the page.

**Correct response**

5 (stickers)

Materials available



## Сколько еще козлят?

На ферме 10 лошадок и 4 козлёнка.

Сколько ещё козлят нужно купить фермеру, чтобы получилось такое же количество козлят, как и лошадок?

# How Many More Goats?

- Read the problem aloud:  
 “На ферме 10 лошадок и 4 козлёнка. Сколько ещё козлят нужно купить фермеру, чтобы получилось такое же количество козлят, как и лошадок?”

There are 10 horses and 4 goats on the farm. How many more goats should the farmer buy so that there will be the same number of goats and horses?

Moving through the assessment

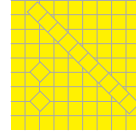
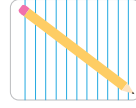


**Incorrect:** Turn the page.

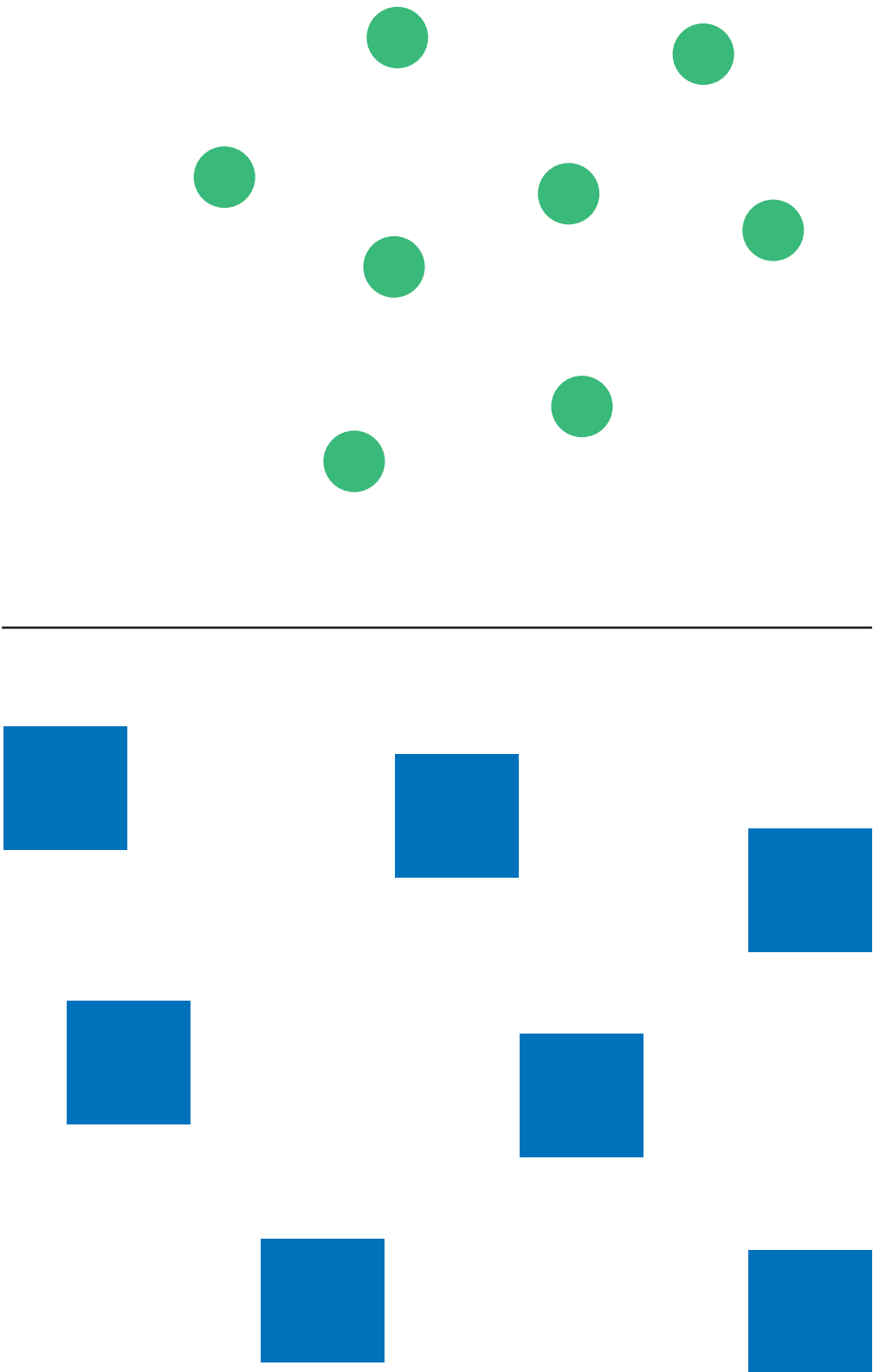
**Correct response**

6 (more goats)

Materials available

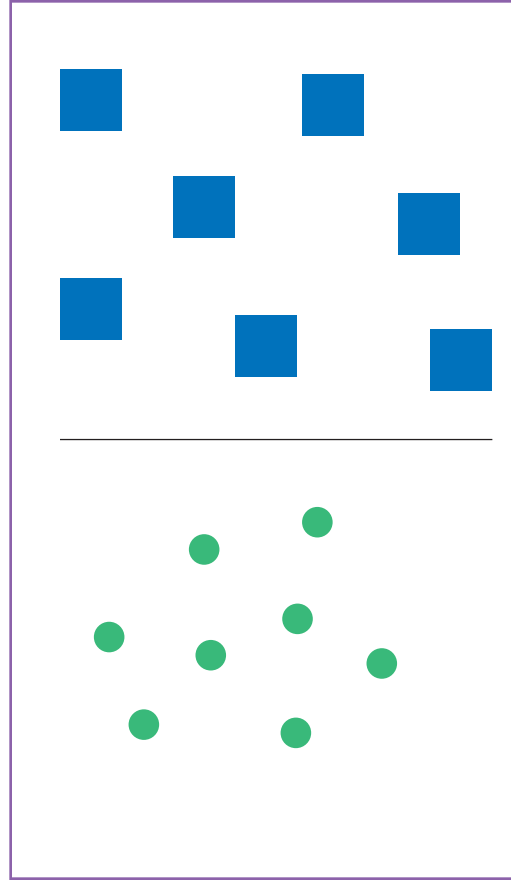


# На какой стороне больше?



# Which Side Has More?

- Say, “На какой стороне больше фигур? На стороне с зелеными кругами или на стороне с синними квадратами?”



Moving through the assessment



**Incorrect:** Turn the page.

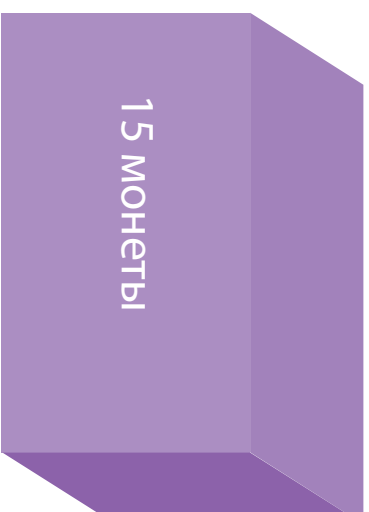
**Correct response**

Green (left side)

Materials available



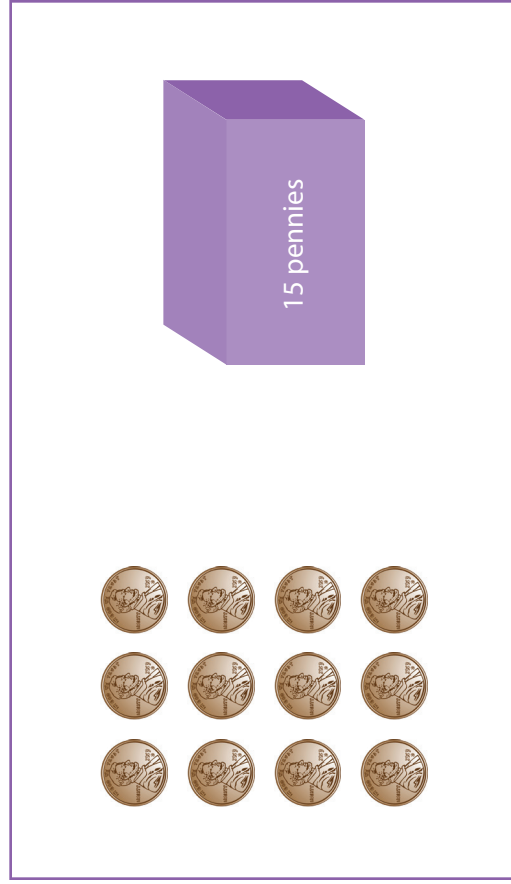
# Что больше?





# Which Has More?

- Say, “Возле коробки лежат монеты и внутри коробки тоже лежат монеты. Где больше монет: возле коробки или внутри коробки?”

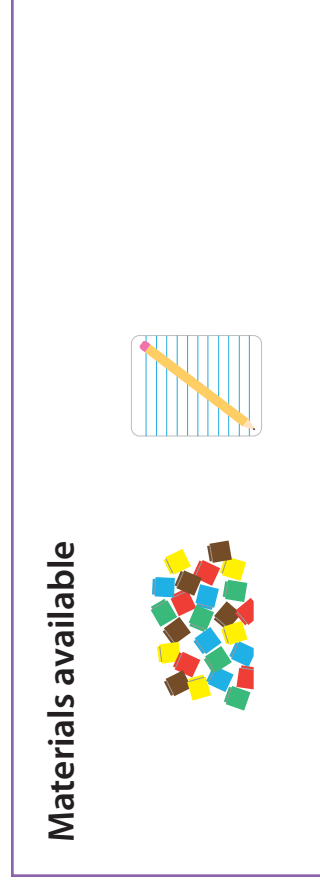


Moving through the assessment

**✘ Incorrect:** Turn the page.

**Correct response**

More pennies inside the box



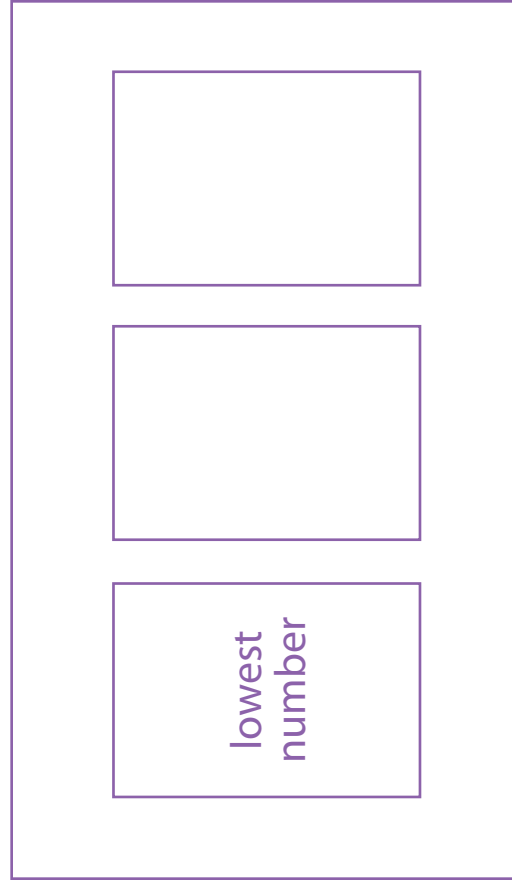
Materials available

# Положи карточки по порядку

НАИМЕНЬШЕЕ  
ЧИСЛО

# Place the Cards in Order

- Hand the student the three purple cards.
- Say, “Положи карточки по порядку: Положи наименьшее (меньшее), число сюда (point to the spot), число в середине сюда (point), и наибольшее (большее) число сюда (point).”



Moving through the assessment



End of Section 2.

**Materials available**

prepared number cards

Correct response

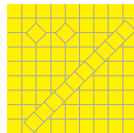
4, 7, 8

# End of Section 2

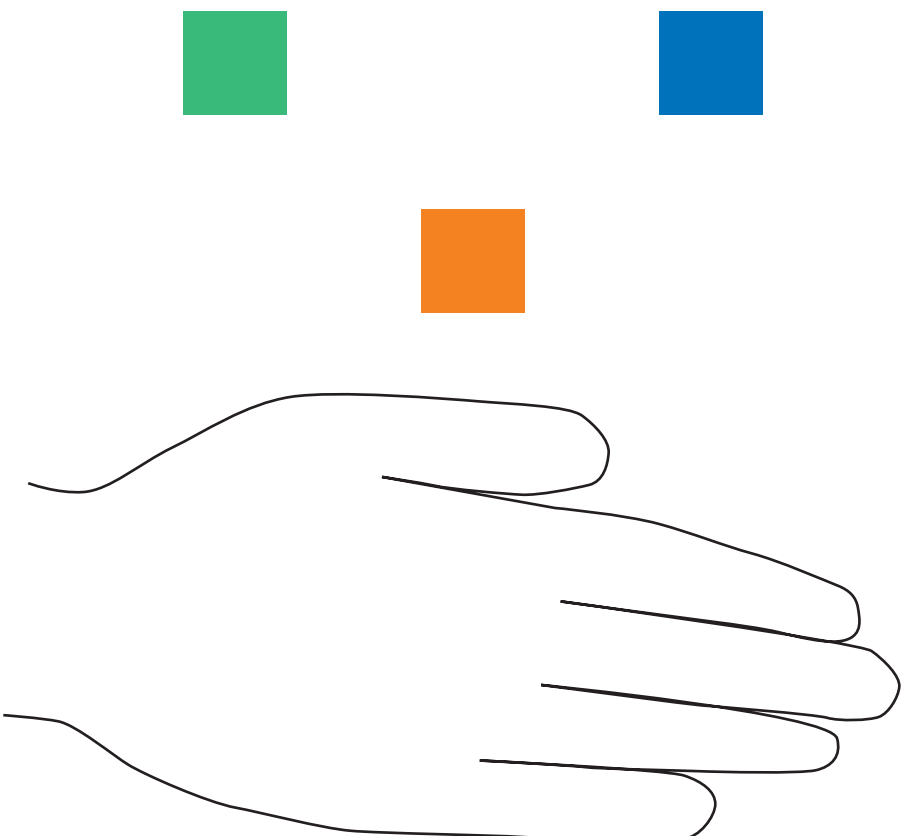
# Section 3

## Materials needed

- Paper and writing tool for the student
- A supply of about 25 linking cubes (loose)
- A supply of base-ten blocks (1 flat, 10 longs, 10 units)
- Prepared triangles (item K35)

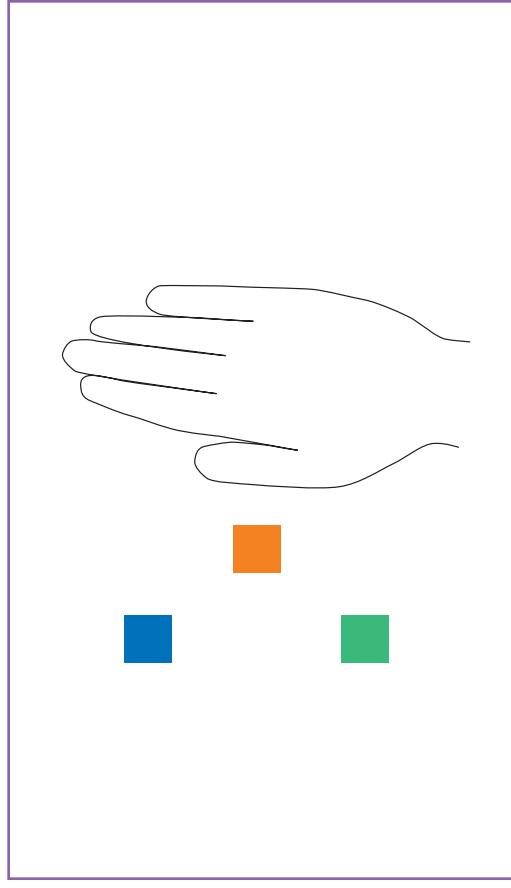


# Что закрыто?



# What's Hidden?

- Say, “Здесь пять квадратиков на этой странице. Несколько из них закрыто под рукой. Сколько квадратиков закрыто под рукой?”
- Act out the situation using cubes if the question is unclear to the student.



Moving through the assessment

**✘ Incorrect:** Skip to item K27.

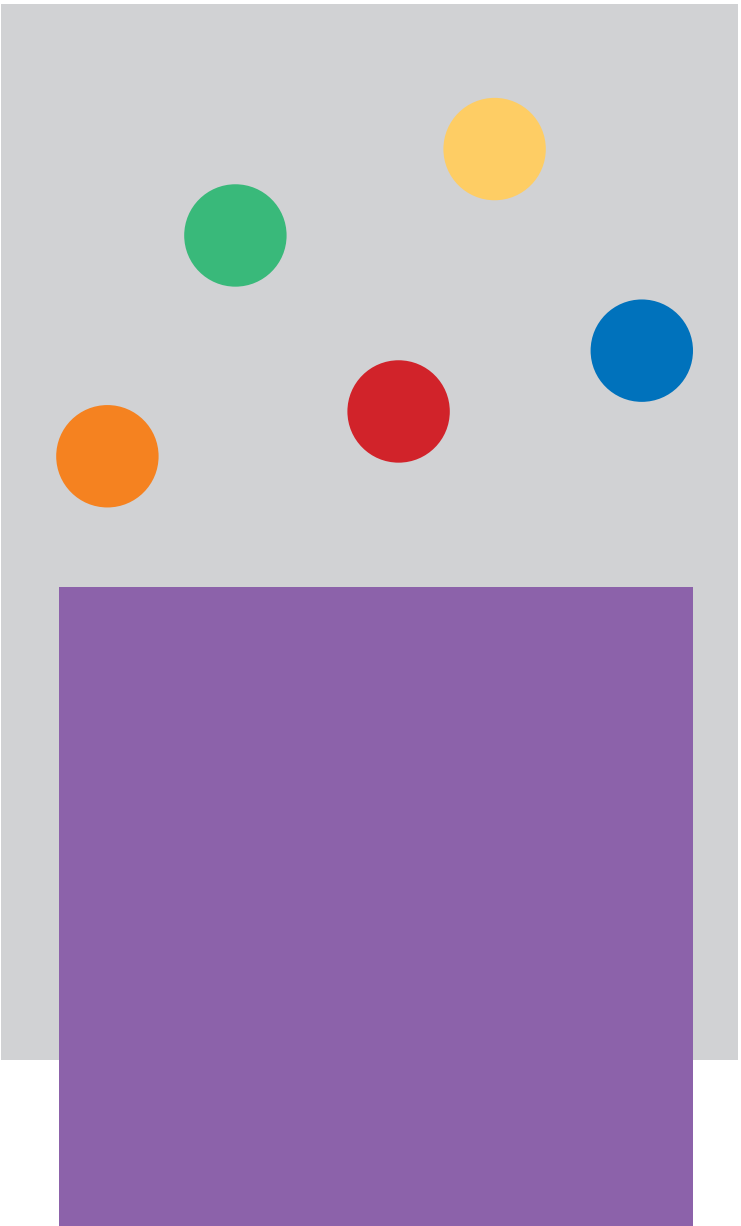
**Correct response**

2 (squares)

Materials available



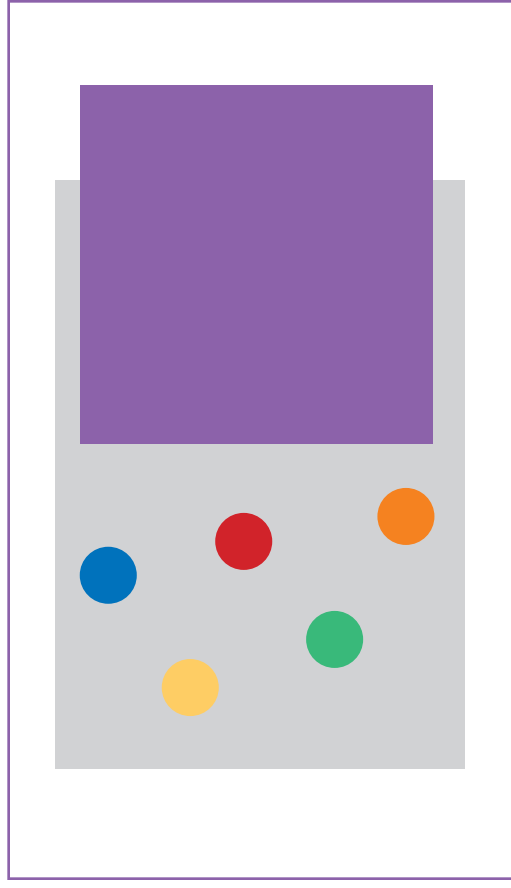
# Что закрыто?





# What's Hidden?

- Say, “На сером коврике лежат девять шариков. Фиолетовая бумага закрывает несколько шариков. Сколько шариков спрятано под бумагой?”
- Act out the situation using objects if the question is unclear to the student.



Moving through the assessment

**✘ Incorrect:** Turn the page.

**Correct response**

4 (marbles)

Materials available



Какой ответ?

2

+

2

=

# What's the Answer?

- Say, “Сколько будет 2 плюс 2?”
- You may also say,
  - “Сколько будет 2 и 2?” or
  - “Какое число на 2 больше чем 2?”

$$2 + 2 = \square$$

Moving through the assessment

 **Incorrect:** Turn the page.

Correct response

4

Materials available



Какой ответ?

2

+

3

=

# What's the Answer?

- Say, “Сколько будет 2 плюс 3?”
- You may also say,
  - “Сколько будет 2 и 3?” or
  - “Какое число на 3 больше чем 2?”

$$2 + 3 = \square$$

Moving through the assessment

 **Incorrect:** Turn the page.

Correct response

5

Materials available



Какой ответ?

$$4 - 2 =$$

# What's the Answer?

- Say, “Сколько будет 4 минус 2?”
- You may also say,
  - “Сколько будет от 4 отнять 2?” or
  - “Какое число на 2 меньше чем 4?”

$$4 - 2 = \square$$

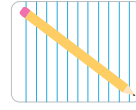
Moving through the assessment

 **Incorrect:** Turn the page.

Correct response

2

Materials available



Покажи это количество

Четырнадцать



# Show This Amount

- Place base-ten blocks and linking cubes within easy reach.
- Say, “Покажи это количество, используя данные материалы. Используй эти материалы, чтобы показать мне десятки и единицы.”

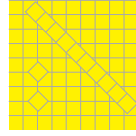
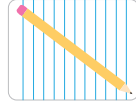
# Fourteen

Moving through the assessment



**Incorrect:** Turn the page.

Materials available



**Correct response**

Using base-ten blocks: 1 long and 4 units

Using linking cubes: 10 cubes connected and 4 loose cubes

Напиши число

5 едмниц и  
1 десяток

# Write the Number

- Hand the student paper and a writing tool.
- Say, “Напиши число, которое имеет 5 единиц и 1 десяток.”

5 ones and 1 ten

Moving through the assessment

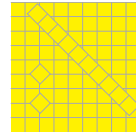
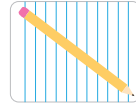


**Incorrect:** Turn the page.

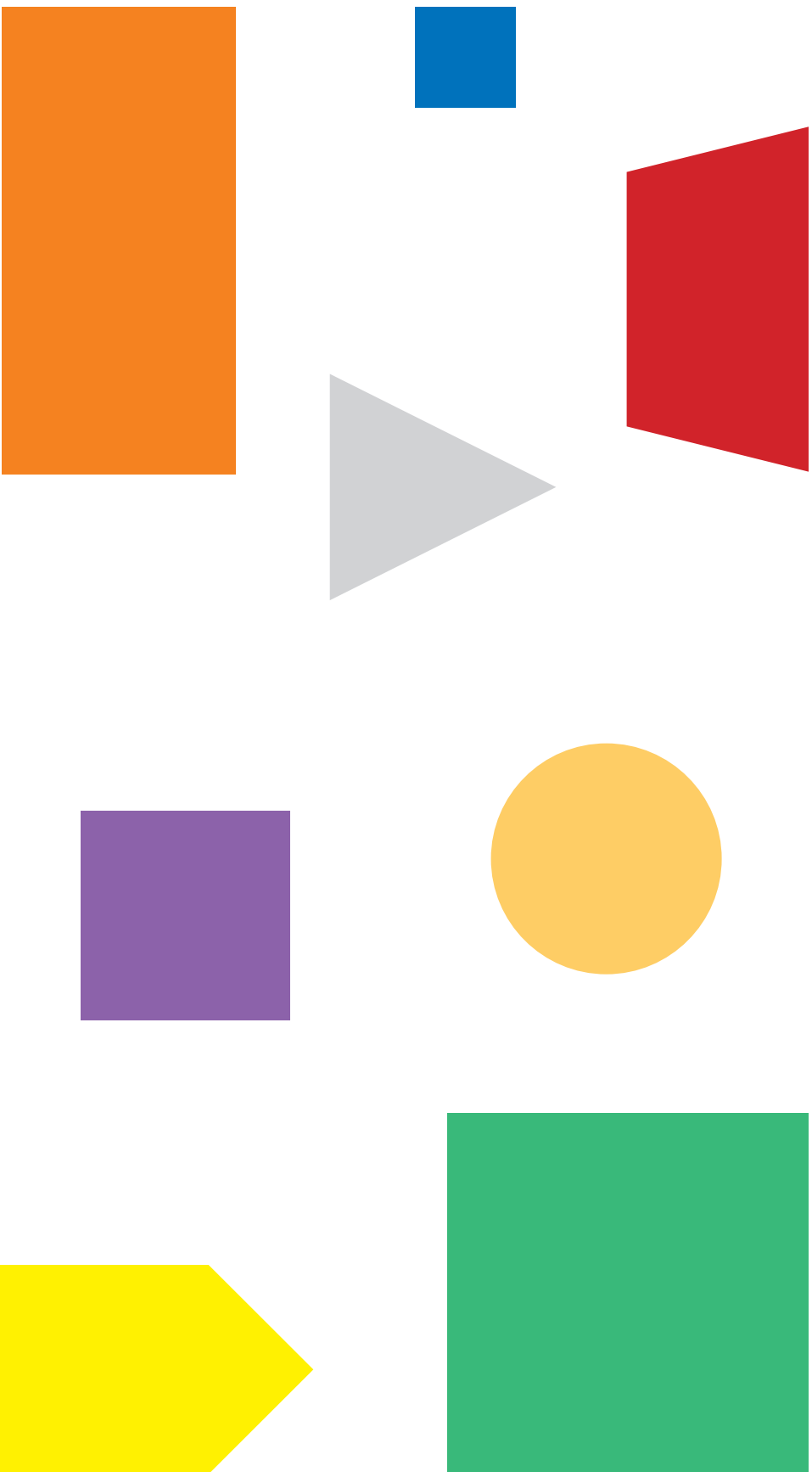
**Correct response**

Writes “15”

Materials available

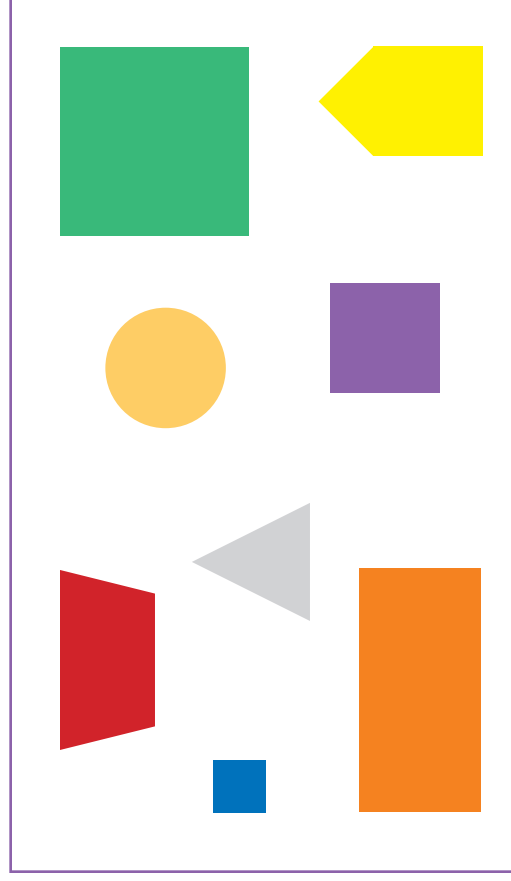


# Покажи квадраты



# Point to the Squares

- Say, “Покажи квадрат.”
- Say, “Ты можешь найти другой квадрат?”
- Repeat the question until the student says there are no more squares.



Moving through the assessment

**✘** Incorrect: Turn the page.

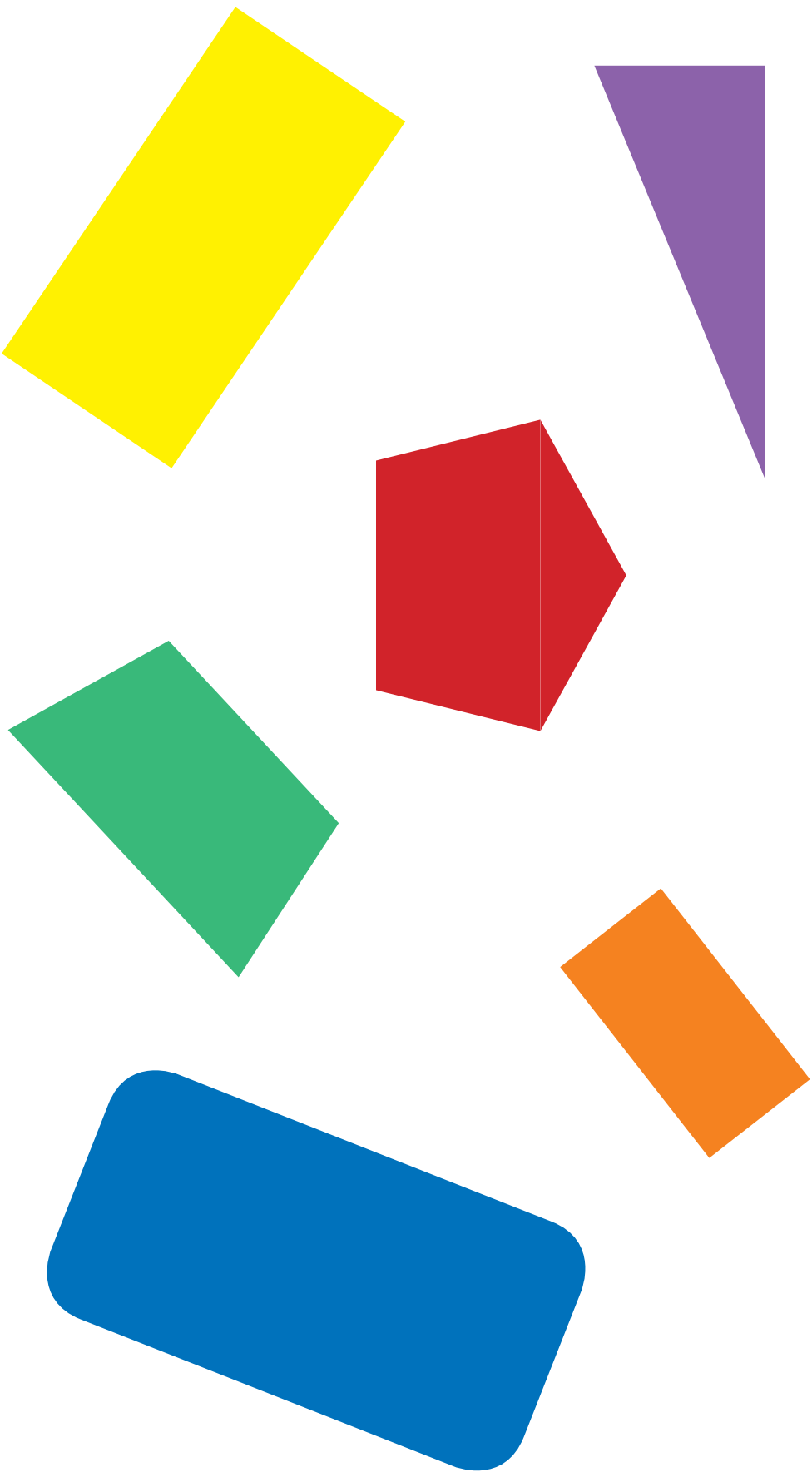
**Correct response**

Blue, green, and purple squares

Materials available

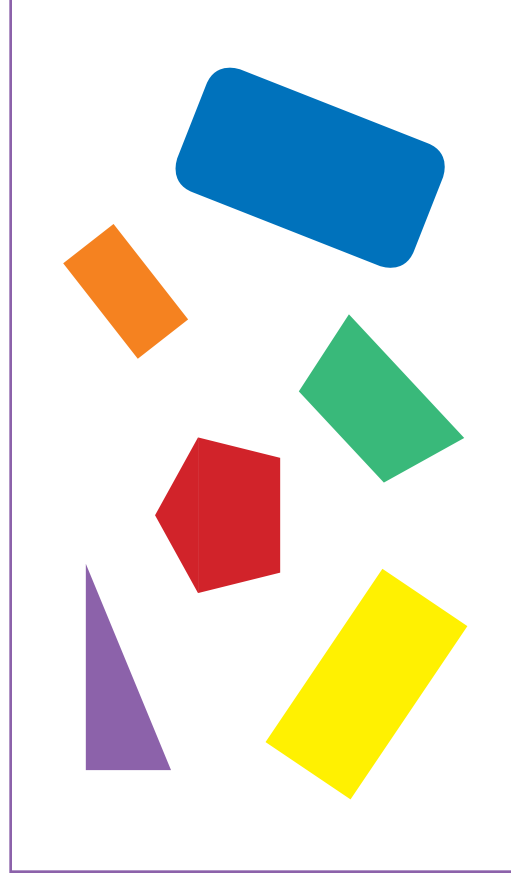
none

# Покажи прямоугольники



# Point to the Rectangles

- Say, “Покажи прямоугольник.”
- Say, “Ты можешь найти другой прямоугольник?”
- Repeat the question until the student says there are no more rectangles.



Moving through the assessment

**✘ Incorrect:** Turn the page.

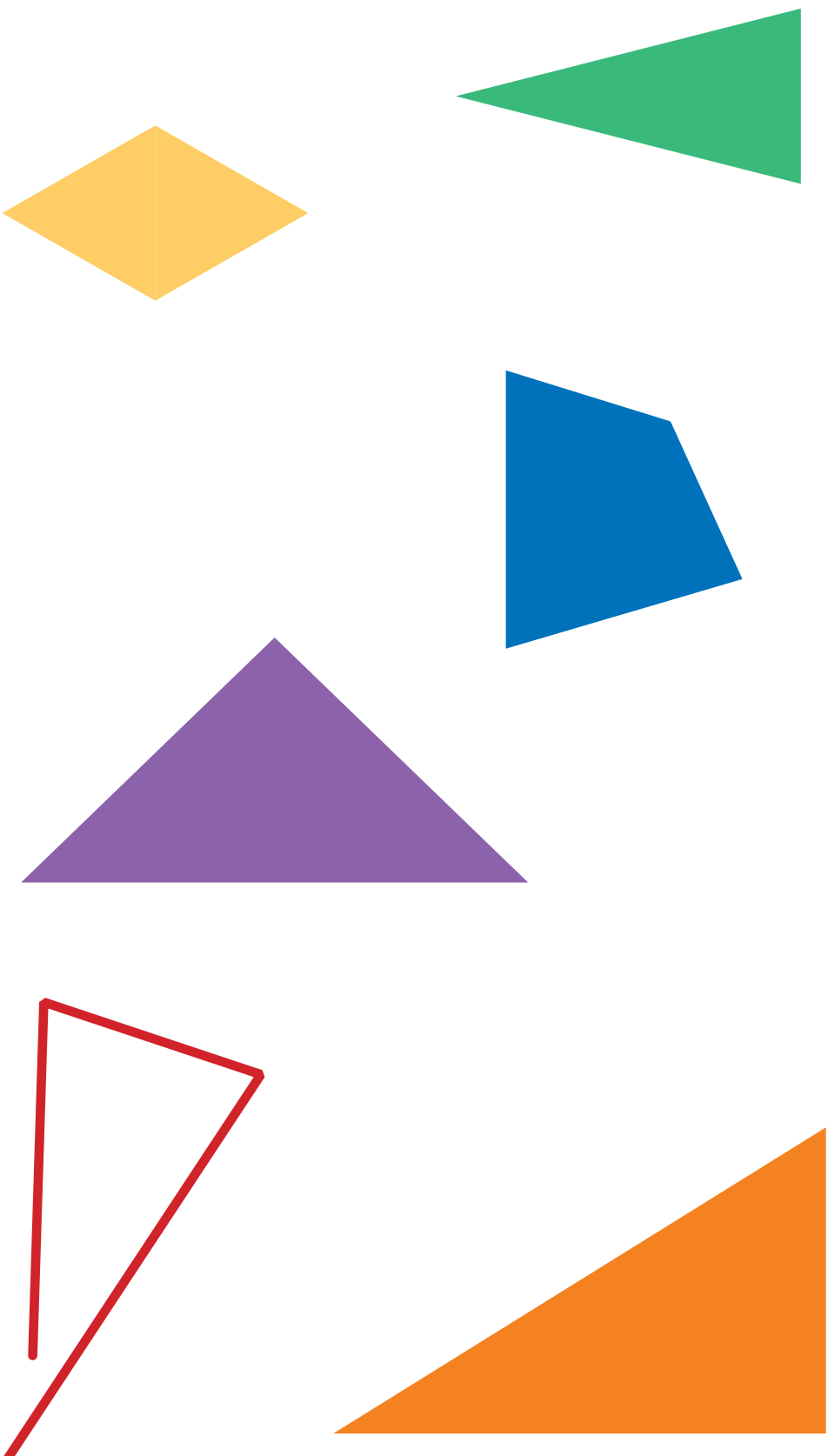
**Correct response**

Yellow and orange rectangles

Materials available

none

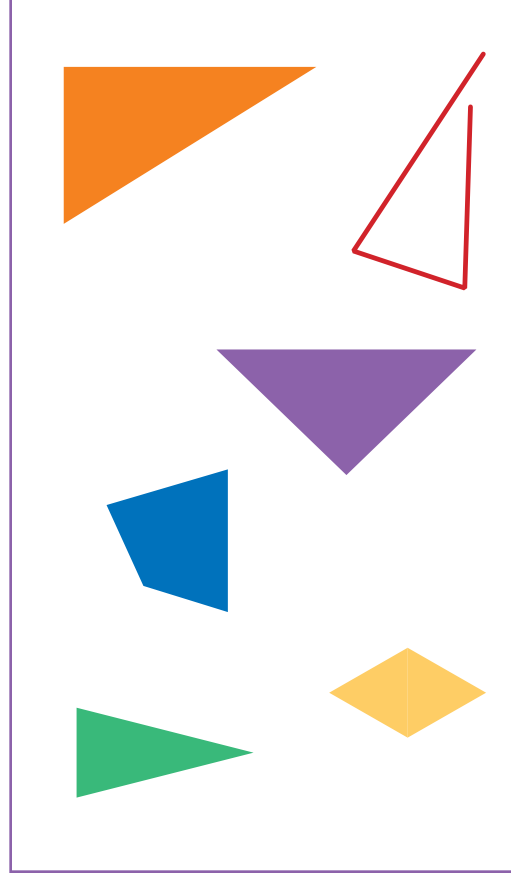
# Покажи треугольники





# Point to the Triangles

- Say, “Покажи треугольник.”
- Say, “Ты можешь найти другой треугольник?”
- Repeat the question until the student says there are no more triangles.



Moving through the assessment

**✘ Incorrect:** Turn the page.

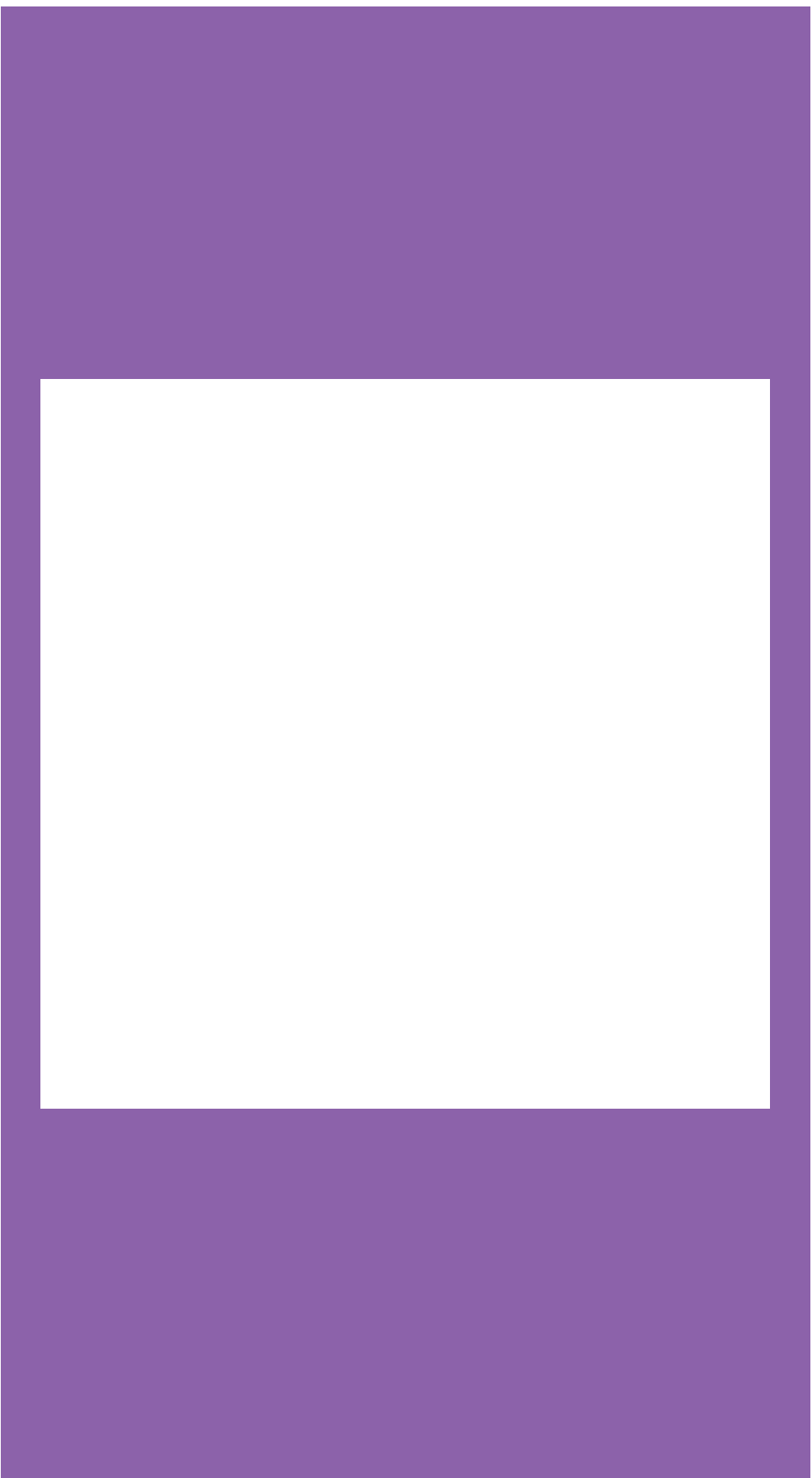
**Correct response**

Purple, green, and orange triangles

Materials available

none

# Закрой белый квадрат



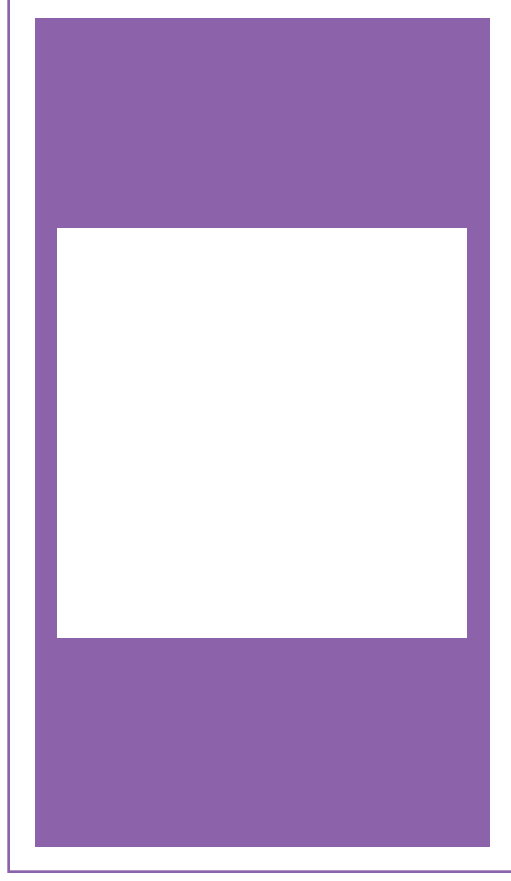
# Fill the White Space

- Hand the student three triangles.
- Say, “Ты можешь закрыть белый квадрат ат этими кусочками?”
- If the student is struggling say, “Начни с большого треугольника здесь” and put the large triangle in place.
- If the student solves it with this help, score  $p$  (*partially correct*).

Materials available



prepared triangles



Moving through the assessment



End of Section 3.

Correct response



Fills space exactly (in any orientation)

# End of Section 3





101 SW Main St, Suite 500, Portland, OR 97204-3213  
503.275.9500 | [educationnorthwest.org](http://educationnorthwest.org)