

1 2 3 + 4 5



Kindergarten Items in Spanish for Assessing Mathematical Understanding

6 7 - 8 9 0 =

1 2 3 + 4 5

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CREATING STRONG
SCHOOLS & COMMUNITIES

2013

Portland, OR

Kindergarten

Items in Spanish 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

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Instructions

This assessment, **with teacher scripts and student items in Spanish**, 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, “Today I am going to ask you some number questions. Do you like number questions?”
 - b. Say, “It’s OK to say, ‘I don’t know,’ or ‘Let’s move on,’ for any question.”
 - c. Say, “I will read a problem over again, if you ask me to.”
 - d. Say, “You may use any of the objects on the table to help you think about the question.”
 - e. Say, “Are you ready to begin? OK, let’s get started.” (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. “Thank you.”
 - b. “I see just what you did.”
 - c. “Good work!”
 - d. “Was that a hard/easy problem?”
 - e. “Nice job!”
 - f. “Shall we go on to the next one?”

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)



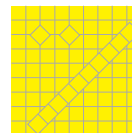
- Paper and writing tool for the student



- 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)



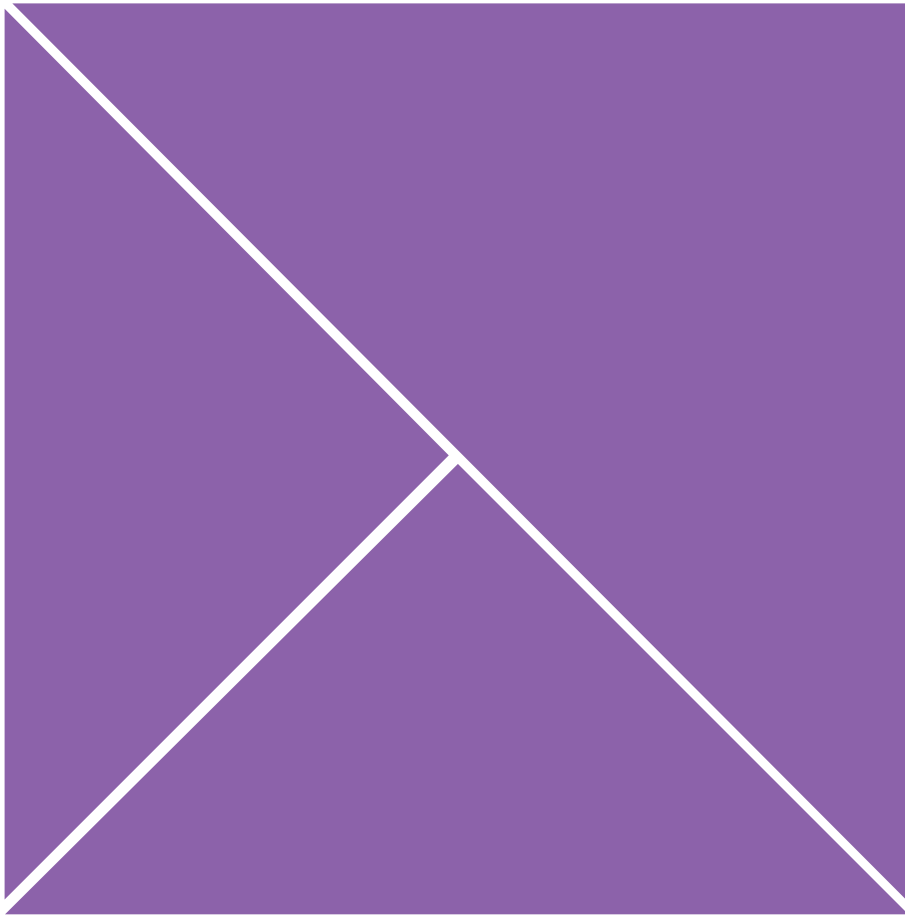
- Prepare triangles (see page 6, for section 3, item K35)



8

7

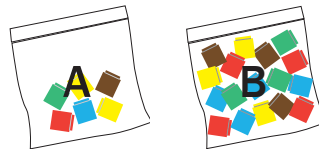
4



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)



Cuenta para mí

Items K1, K2, K3

Verbal Counting

1.1A, 1.1B, 1.1C

Counts by ones (to 10, to 20, to at least 40)

Count for Me

- Say, “Cuenta hasta que yo diga ¡alto!”
- 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

Cuenta para mí del 4 al 11

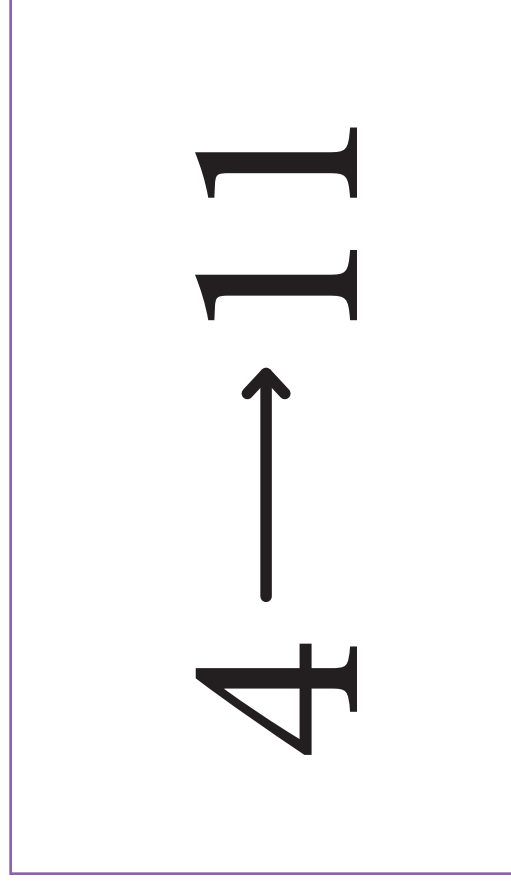
4



11

Count From 4 to 11

- Say, “**Cuenta del cuatro al once.**”
- If necessary, use this prompt: “**Comienza con el cuatro.**”
- Wait for the student to say “4.”
- Say, “**Ahora, continúa contando desde el cuatro hasta el once.**”



Moving through the assessment

✘ Incorrect: Skip to item K6.

Materials available

none

Correct response

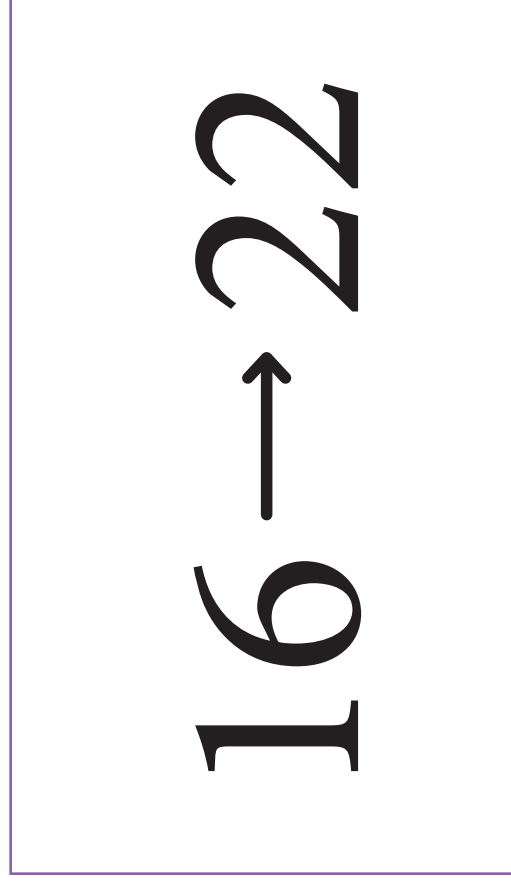
4, 5, 6, 7, 8, 9, 10, 11

Cuenta para mí del 16 al 22

16 → 22

Count From 16 to 22

- Say, “Cuenta del dieciséis hasta el veintidos.”
- If necessary, use this prompt: “Comienza con el dieciséis.”
- Wait for the student to say “16.”
- Say, “Ahora, continúa contando desde el dieciséis hasta el veintidos.”



Moving through the assessment

✘ Incorrect: Turn the page.

Correct response

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

Materials available

none

¿Cuántos cubos hay en la bolsa A?

How Many Cubes in Bag A?

- Use Bag A with six cubes.
- Hand Bag A to the student.
- Say, “**Cuántos cubos hay en esta bolsa? Si quieres, puedes sacar los cubos de la bolsa.**”



Moving through the assessment

✘ Incorrect: Skip to item K8.

Correct response

6 (cubes)

Materials available



¿Cuántos cubos hay en la bolsa B?

How Many Cubes in Bag B?

- Use Bag B with 17 cubes.
- Hand Bag B to the student.
- Say, “**Cuántos cubos hay en esta bolsa? Si quieres, puedes sacar los cubos de la bolsa.**”

Moving through the assessment



Incorrect: Turn the page.

Materials available



Correct response

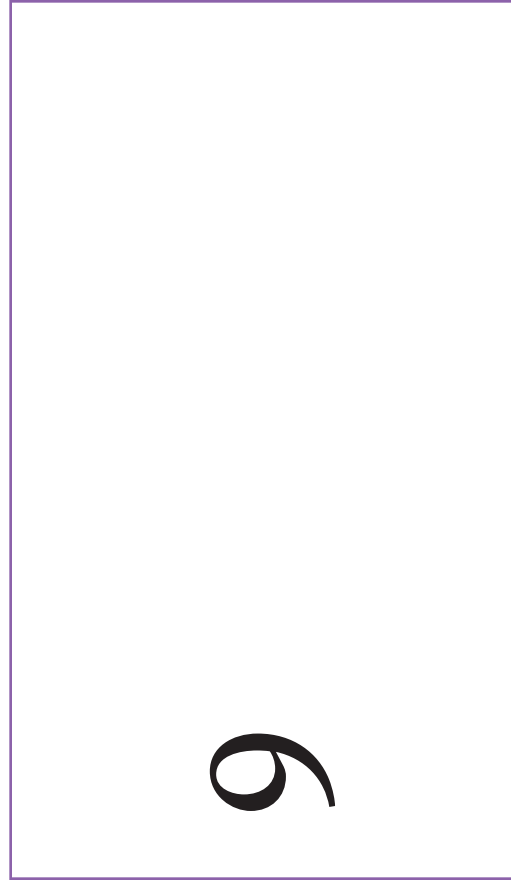
17 (cubes)

Coloca 9 cubos en la página

9

Place Nine Cubes on the Page

- Place the supply of loose cubes within easy reach.
- Say, “**Coloca nueve cubos en la página.**”
- 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

Coloca 16 cubos en la página

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, “**Coloca dieciséis cubos en la página.**”

16

Moving through the assessment

 **Incorrect:** Turn the page.

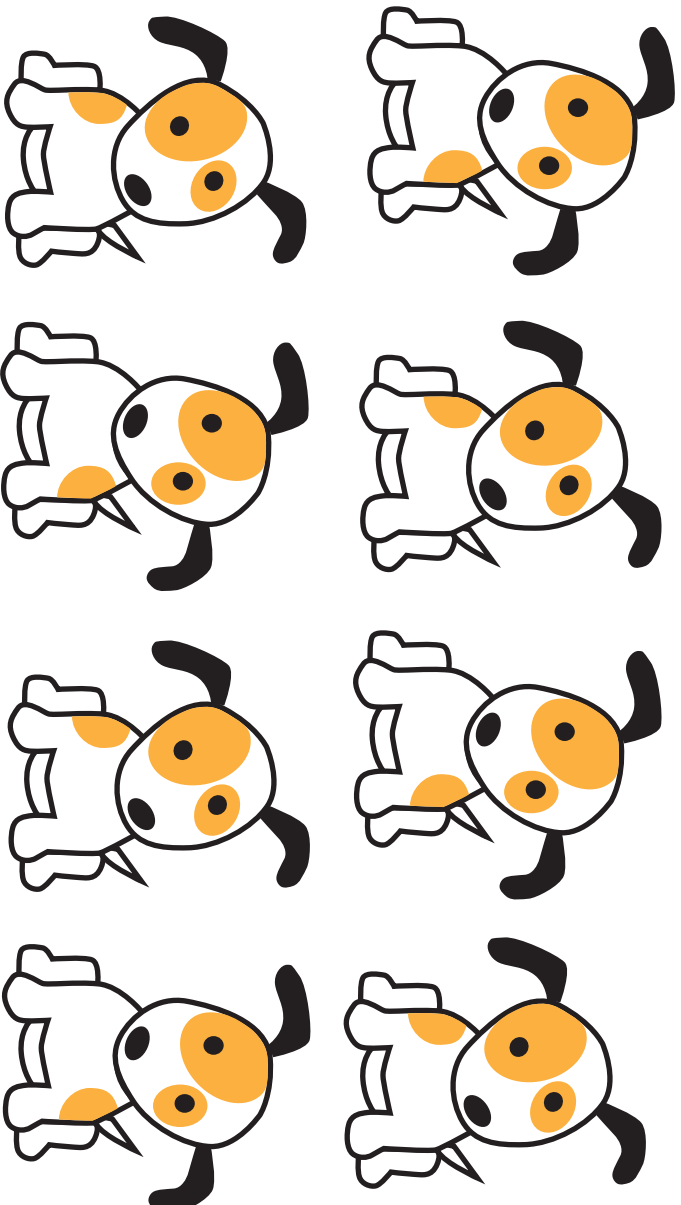
Correct response

Places 16 cubes

Materials available

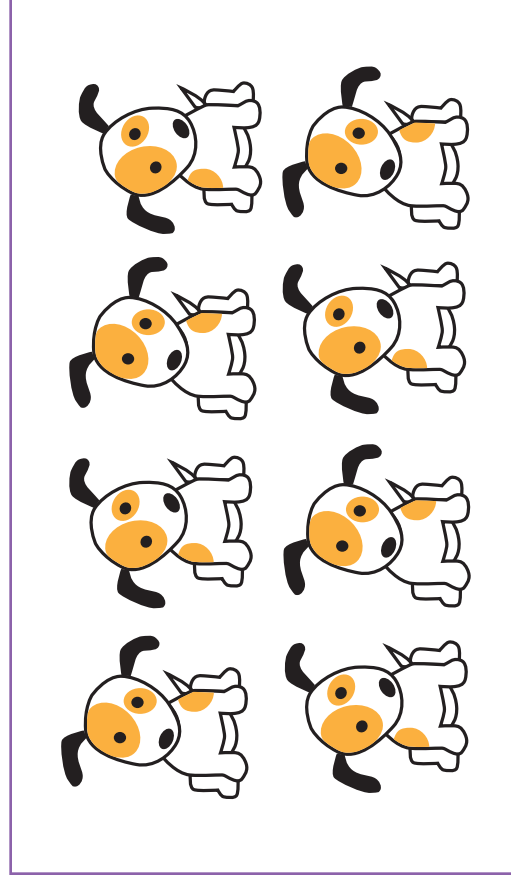


Escribe el número de perritos
que hay en esta página



Write the Number of Dogs

- Say, “Cuenta el número de perritos que hay en el cuadro. *Escribe el número en esta misma página.*”
- 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

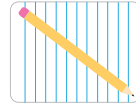


Incorrect: Skip to item K12.

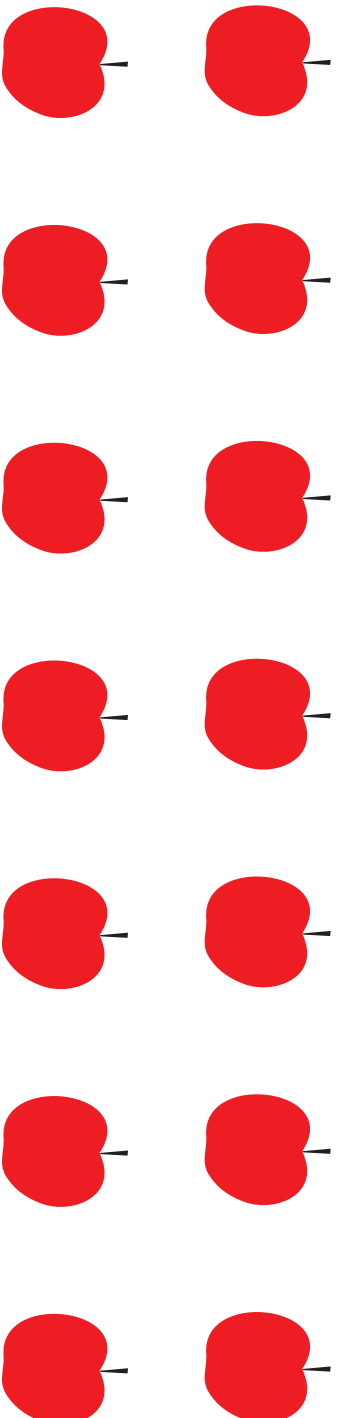
Correct response

Writes “8”

Materials available



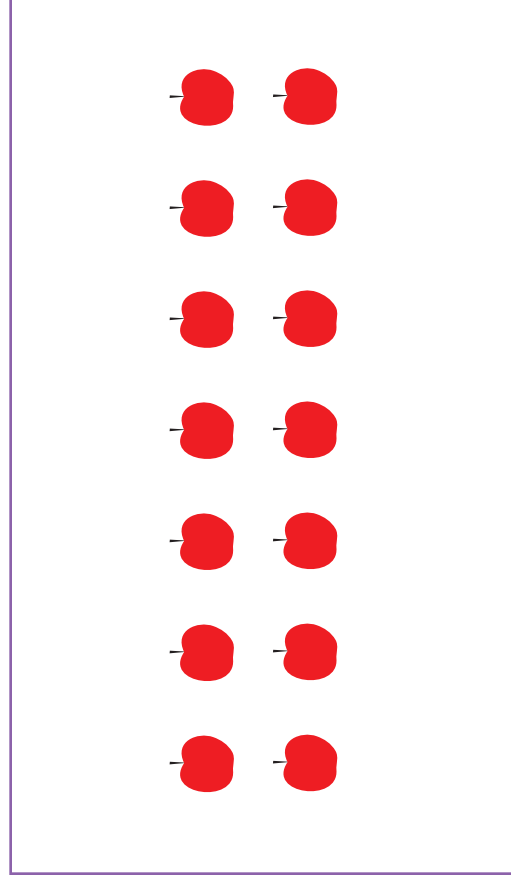
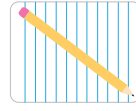
**Escribe el número de manzanas
que hay en esta página**



Write the Number of Apples

- Say, “Cuenta el número de manzanas que hay en el cuadro. *Escribe el número en esta misma página.*”
- 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*).

Materials available



Moving through the assessment

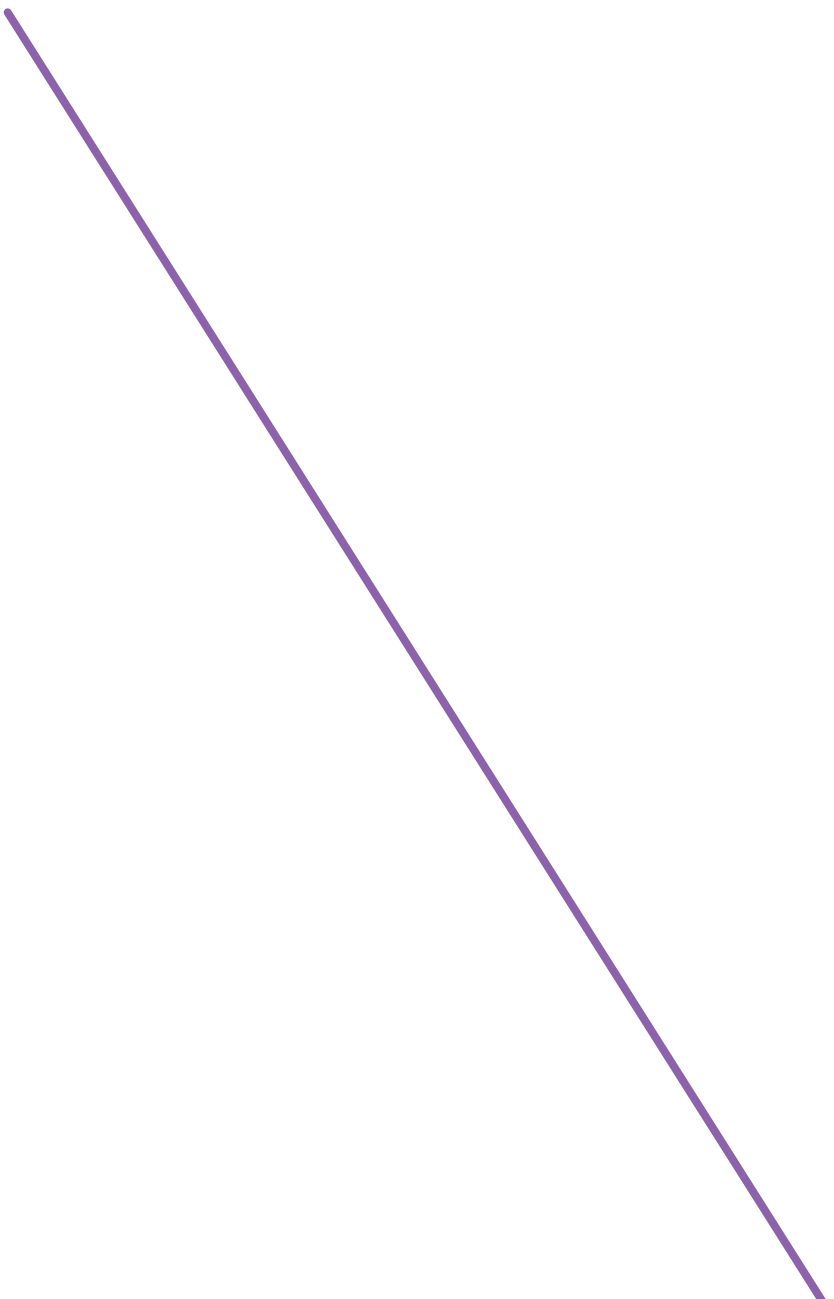


Incorrect: Turn the page.

Correct response

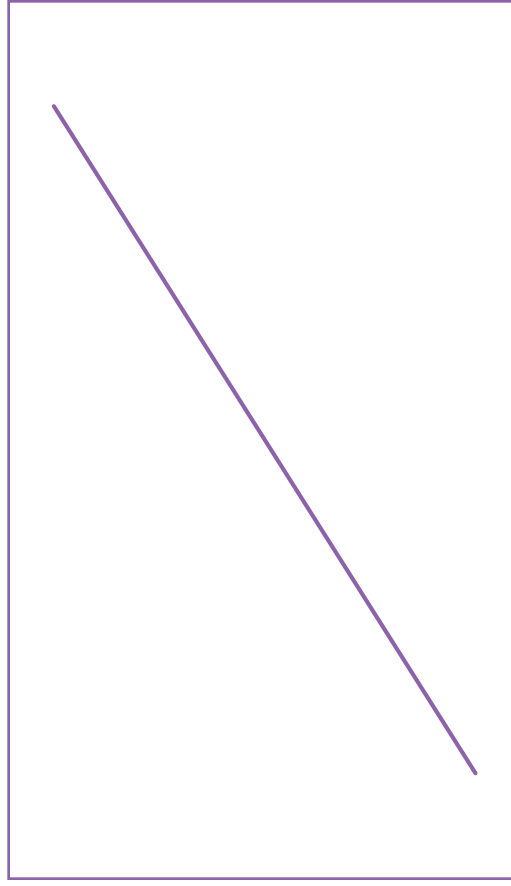
Writes “14”

¿Cuál es más larga?



Which Is Longer?

- Ball or coil the precut string (length: 9 inches). Hand it to the student.
- Say, “¿Cuál es más larga? ¿Esta cuerda o la línea dibujada en la página?”



Moving through the assessment



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

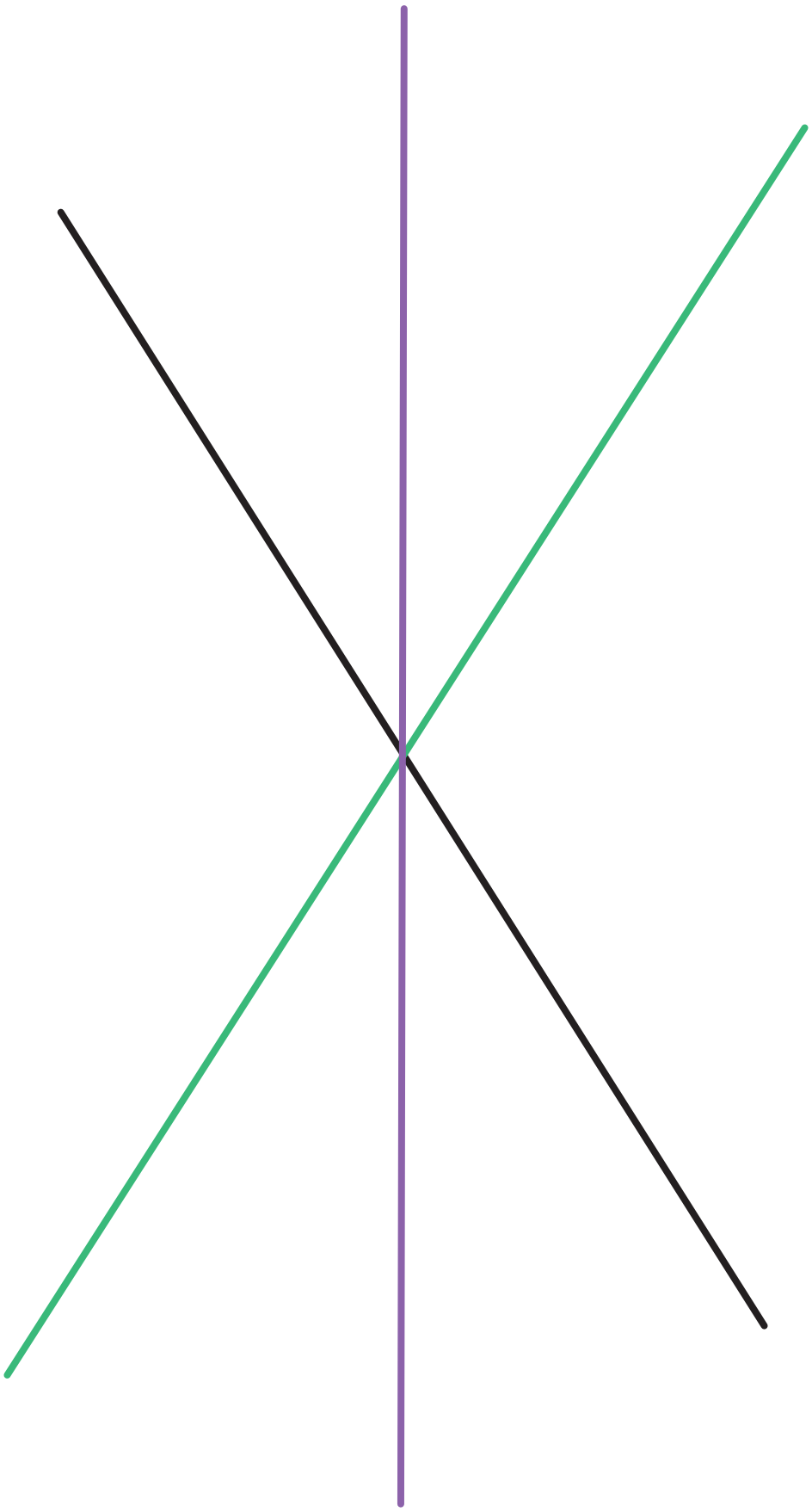
Materials available



Correct response

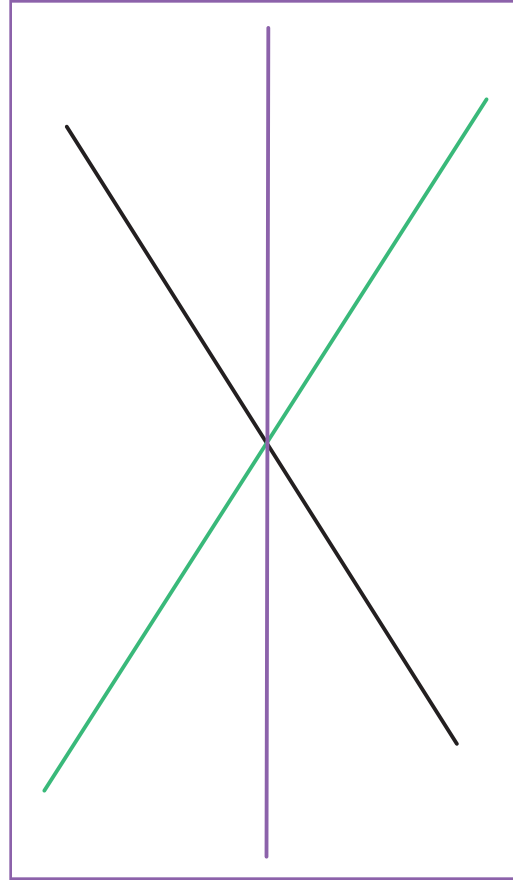
String

¿Cuáles líneas son del mismo tamaño (de la misma longitud)?



Which Are the Same Length?

- Say, “Aquí hay tres líneas.
¿Cuáles son del mismo tamaño
(de la misma longitud)?”
- Say, “Para medirlas, puedes
utilizar la cuerda, los cubitos
o cualquier otra cosa que
quieras.”



Moving through the assessment



End of Section 1.

Materials available



Correct response

Green and purple lines

End of Section 1

Section 2

Materials needed

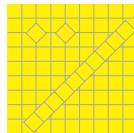
- Paper and writing tool for the student



- 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)



¿Cuántos crayones hay?

Yo tenía 3 crayones.

Mi amigo me dio 2 crayones más.

Ahora, ¿Cuántos crayones tengo?

How Many Crayons?

- Read the problem aloud: “Yo tenía tres crayones. Mi amigo me dio dos crayones más. Ahora, ¿Cuántos crayones tengo?”

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

Moving through the assessment

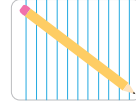


Incorrect: Skip to item K16.

Correct response

5 (crayons)

Materials available



¿Cuántas manzanas hay?

Mamá tenía 3 manzanas.

Ella compró 6 manzanas mas.

Ahora, ¿Cuántas manzanas tiene mamá?

How Many Apples?

- Read the problem aloud: “Mamá tenía tres manzanas. Ella compró seis manzanas más. Ahora, ¿Cuántas manzanas tiene mamá?”

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)

¿Cuántos pájaros hay?

Yo ví 6 pájaros en el techo de mi casa.

Dos de ellos se fueron volando.

¿Cuántos pájaros quedan en
el techo de mi casa?

How Many Birds?

- Read the problem aloud: “Yo ví seis pájaros en el techo de mi casa. Dos de ellos se fueron volando. ¿Cuántos pájaros quedan en el techo de mi casa?”

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

How many birds are still on the roof?

Moving through the assessment

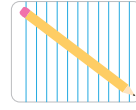


Incorrect: Skip to item K18.

Correct response

4 (birds)

Materials available



¿Cuántos carros (autos) hay?

Había 8 carros en el estacionamiento.

Cinco de ellos se fueron.

¿Cuántos carros hay ahora en el estacionamiento?

How Many Cars?

- Read the problem aloud:
“Había ocho carros en el estacionamiento. Cinco de ellos se fueron. ¿Cuántos carros hay ahora en el estacionamiento?”

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

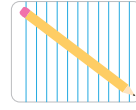


Incorrect: Turn the page.

Correct response

3 (cars)

Materials available



¿Cuántas personas hay?

Hay 3 adultos y 6 niños en el parque.
¿Cuántas personas hay en el parque?

How Many People?

- Read the problem aloud: “Hay tres personas adultas y seis niños en el parque. ¿Cuántas personas hay en el parque?”

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

¿Cuántas blusas amarillas hay?

Mi hermana tiene 8 blusas. Seis de ellas son azules y el resto son amarillas.
¿Cuántas blusas amarillas tiene mi hermana?

How Many Yellow Shirts?

- Read the problem aloud: “**Mi hermana tiene ocho blusas. Seis de ellas son azules y el resto son amarillos. ¿Cuántas blusas amarillas tiene mi hermana?**”

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

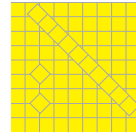
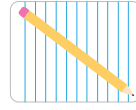


Incorrect: Turn the page.

Correct response

2 (yellow shirts)

Materials available



¿Cuántos papelitos de color hay?

Yo tenía 8 papelitos de color. Le di algunos a mi amigo. Ahora sólo tengo 3. ¿Cuántos papelitos de color le di a mi amigo?

How Many Stickers?

- Read the problem aloud:
 “Yo tenía ocho papelitos de color. Le di algunos a mi amigo. Ahora sólo tengo tres. ¿Cuántos papelitos de color le di a mi amigo?”

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

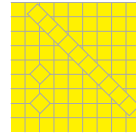
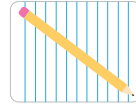


Incorrect: Turn the page.

Correct response

5 (stickers)

Materials available



¿Cuántos chivos hay de más?

Hay 10 caballos y 4 chivos en el establo.

¿Cuántos chivos más debería comprar el granjero para que haya la misma cantidad de caballos y de chivos?

How Many More Goats?

- Read the problem aloud: “Hay 10 caballos y cuatro chivos en el establo. ¿Cuántos chivos más debería comprar el granjero para que haya la misma cantidad de caballos y de chivos?”

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

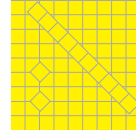
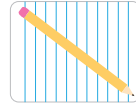


Incorrect: Turn the page.

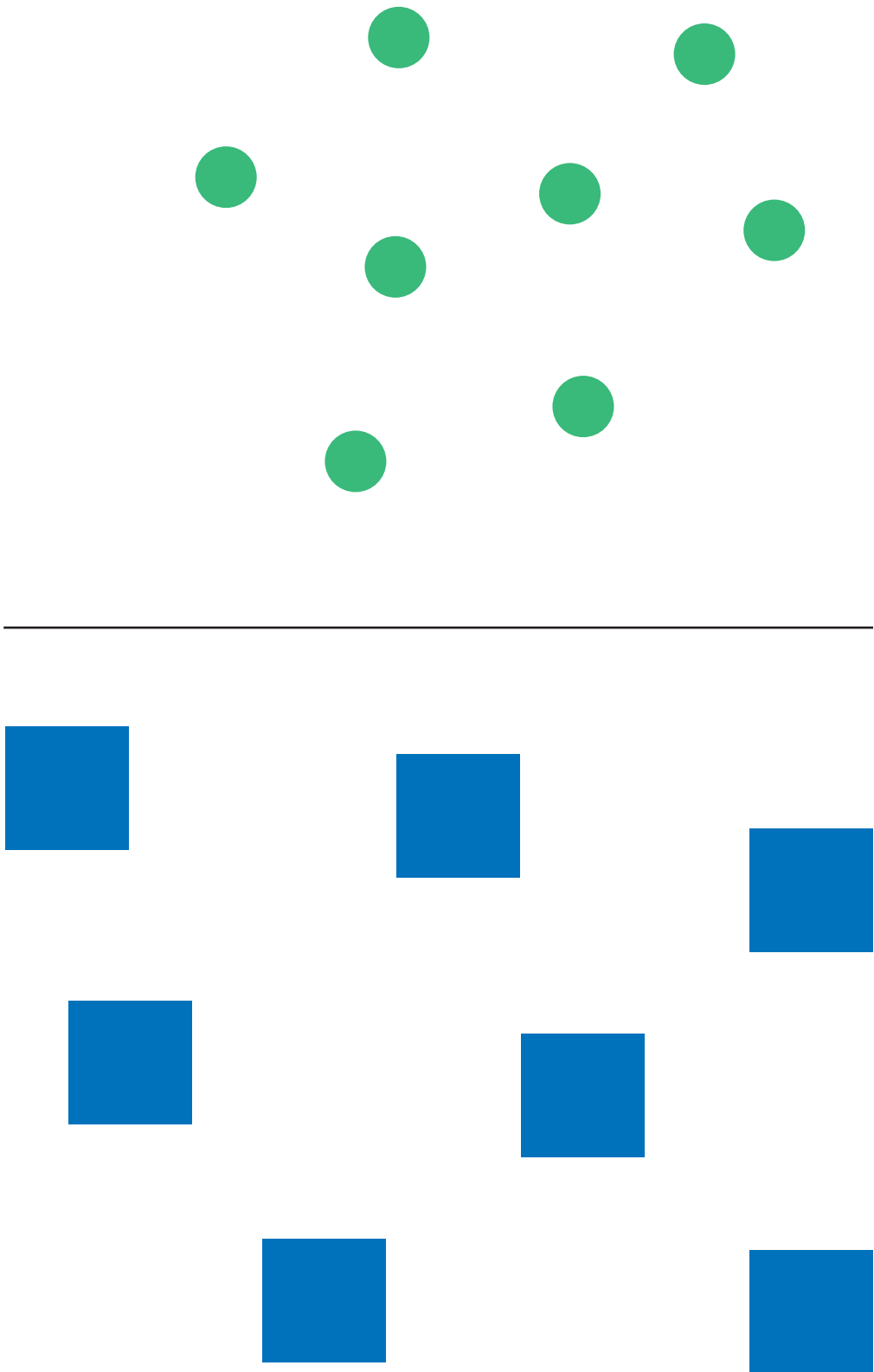
Correct response

6 (more goats)

Materials available

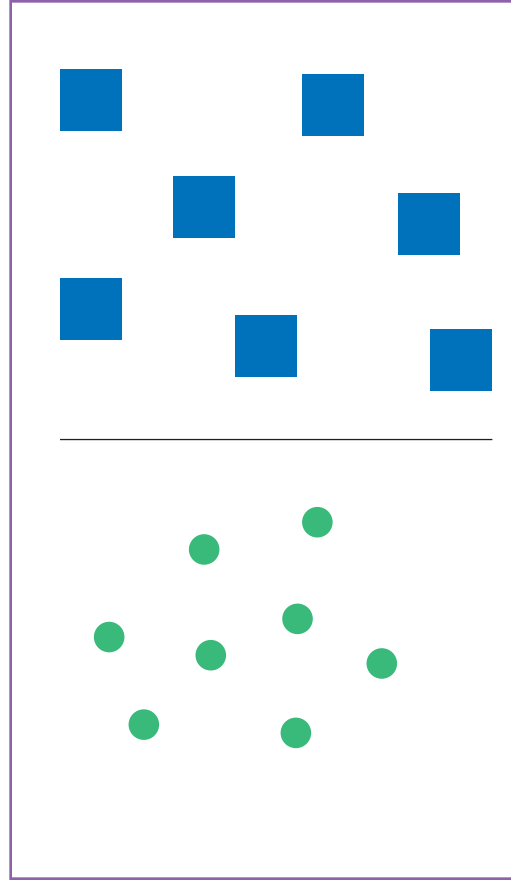


¿En cuál lado hay más?



Which Side Has More?

- Say, “¿Cuál de los dos cuadros tiene más formas? ¿El de los círculos verdes o el de los cuadrados azules?”



Moving through the assessment

✘ Incorrect: Turn the page.

Correct response

Green (left side)

Materials available

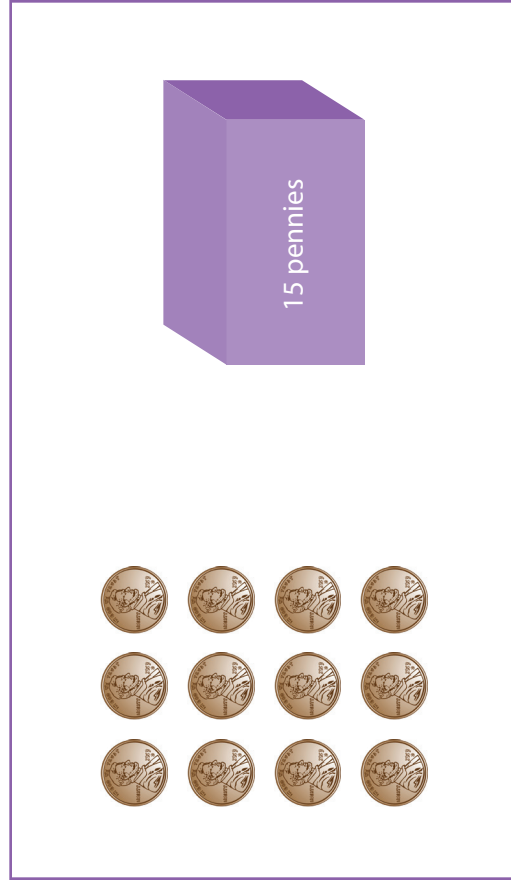


¿En cuál hay más?



Which Has More?

- Say, “Hay algunas monedas fuera de la caja y unas monedas dentro de la caja. ¿En dónde hay más monedas? ¿Fuera de la caja o dentro de la caja?”



Moving through the assessment



Incorrect: Turn the page.

Materials available



Correct response

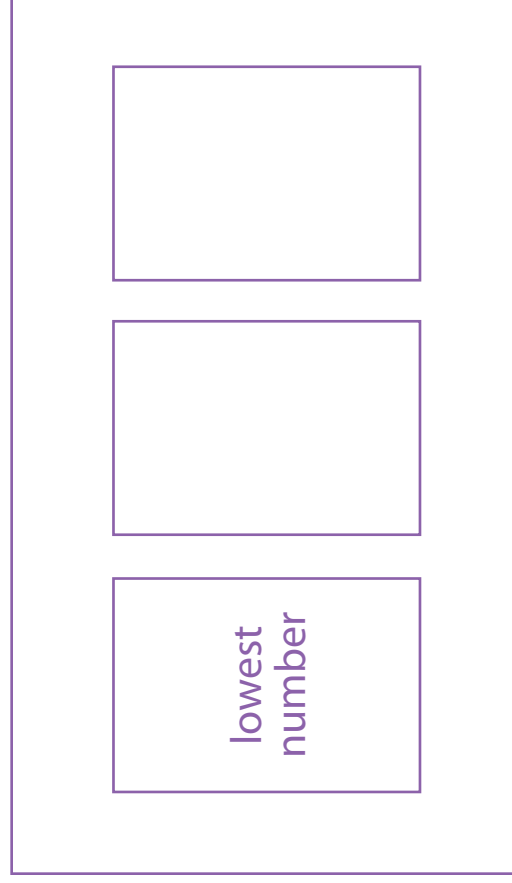
More pennies inside the box

Coloca las tarjetas en orden

Número
menor

Place the Cards in Order

- Hand the student the three purple cards.
- Say, “**Coloca estas cartas en orden. Coloca la de menor número aquí (point to the spot), la de enmedio aquí (point), y la del mayor número aquí (point).**”



Moving through the assessment



End of Section 2.

Materials available

prepared number cards

Correct response

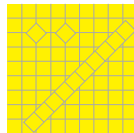
4, 7, 8

End of Section 2

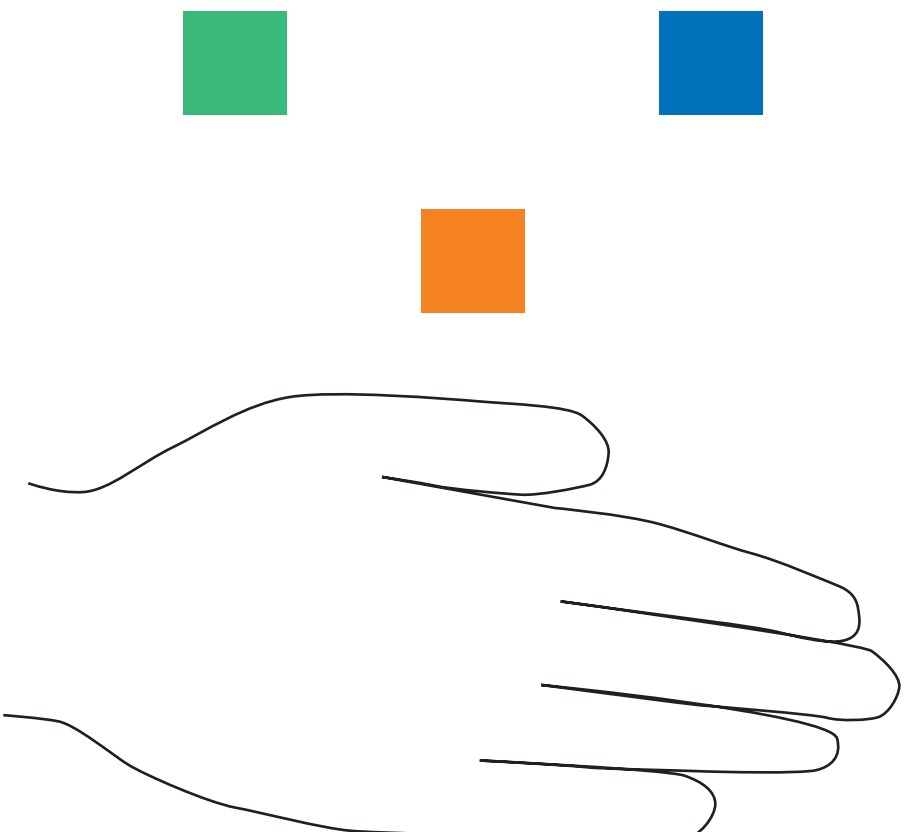
Section 3

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)

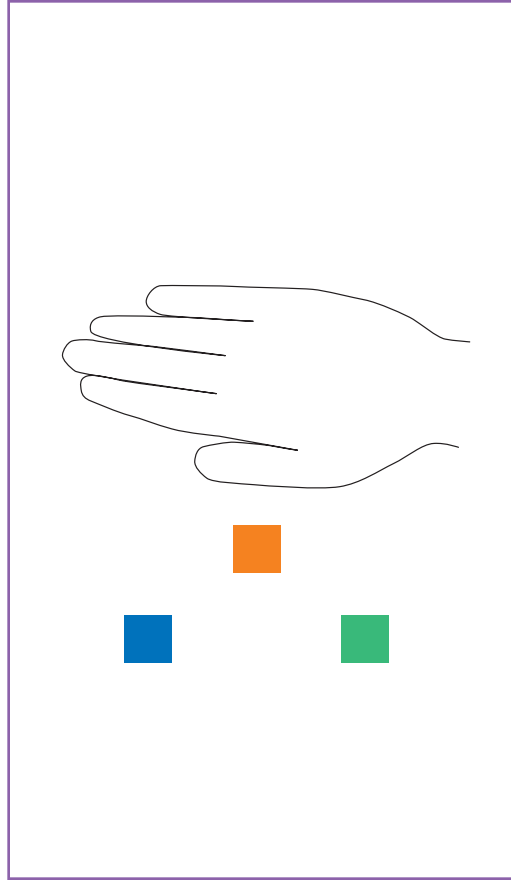


¿Cuántos cuadritos hay bajo mi mano?



What's Hidden?

- Say, “Hay cinco cuadrados en esta página. Algunos de ellos están escondidos bajo la mano. ¿Cuántos cuadros hay bajo la mano?”
- Act out the situation using cubes if the question is unclear to the student.



Moving through the assessment



Incorrect: Skip to item K27.

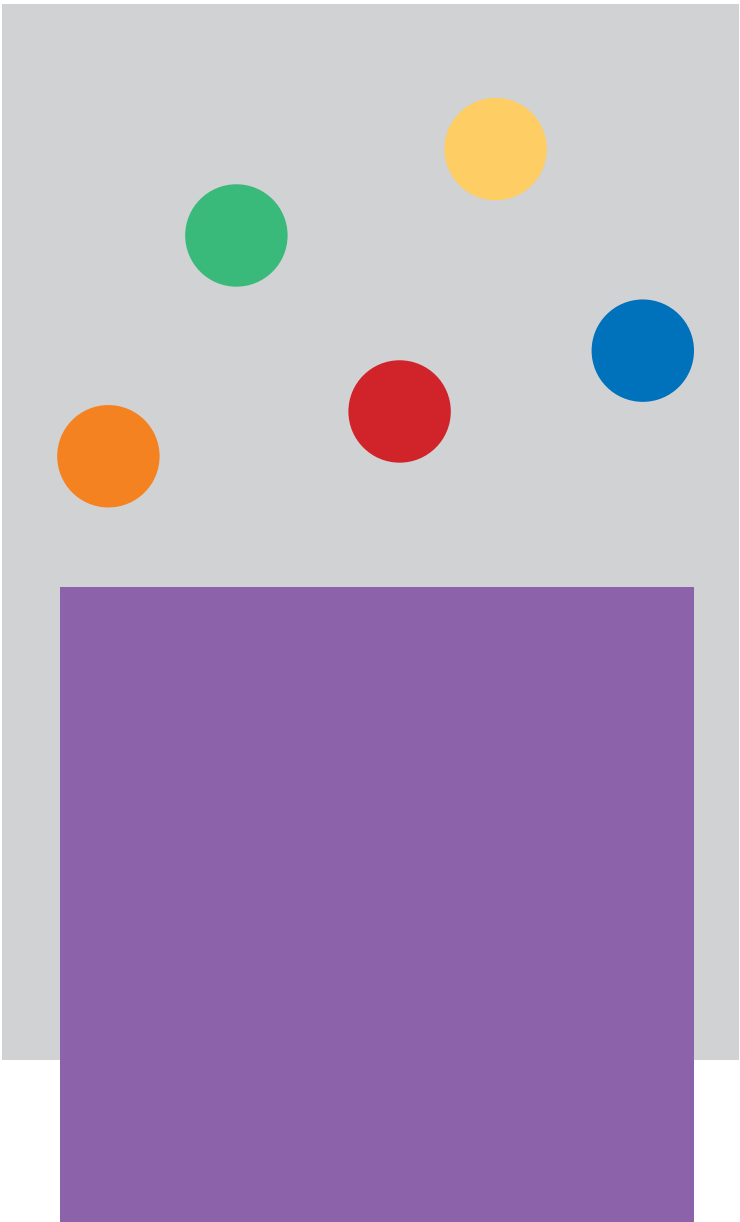
Materials available



Correct response

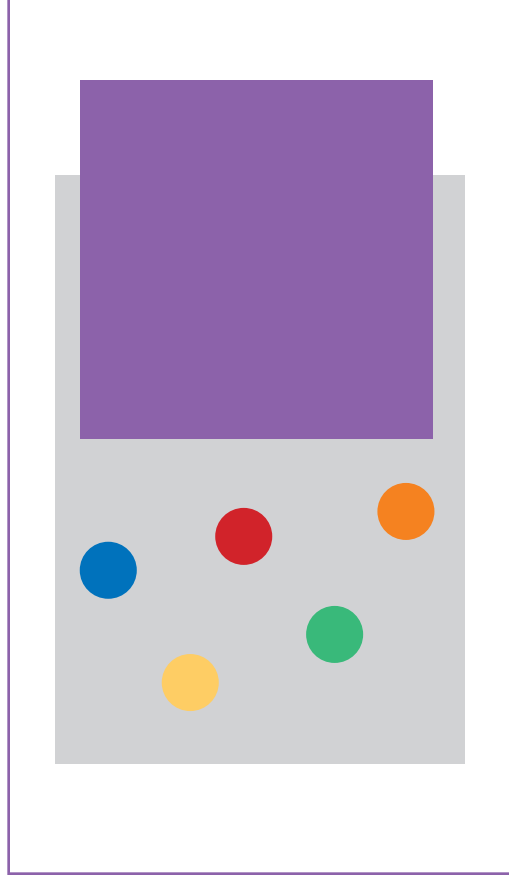
2 (squares)

¿Cuántos circulitos están ocultos?



What's Hidden?

- Say, “Hay nueve canicas sobre este tapete. Debajo de la hoja de color púrpura están algunas de ellas. ¿Cuántas canicas hay debajo de la hoja de papel?”
- 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



¿Cuál es la respuesta?

2

+

2

=

What's the Answer?

- Say, “Cuánto es dos mas dos?”
- You may also say,
 - “¿Cuánto es dos y dos?” or
 - “¿Cuál número es dos mas dos?”

$$2 + 2 = \square$$

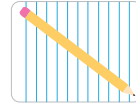
Moving through the assessment

 **Incorrect:** Turn the page.

Correct response

4

Materials available



¿Cuál es la respuesta?

2

+

3

=

What's the Answer?

- Say, “Cuánto es dos mas tres?”
- You may also say,
 - “¿Cuánto es dos y tres?” or
 - “¿Cuál número es tres mas dos?”
 - “¿Cuál número es dos mas tres?”

$$2 + 3 = \square$$

Moving through the assessment

✘ Incorrect: Turn the page.

Correct response

5

Materials available



¿Cuál es la respuesta?

4

-

2

=

What's the Answer?

- Say, “¿Cuánto es cuatro menos dos?”
- You may also say,
 - “Si a cuatro le quito dos, ¿cuanto queda?” or
 - “¿Cuál número es cuatro menos dos?”

$$4 - 2 = \square$$

Moving through the assessment

 **Incorrect:** Turn the page.

Correct response

2

Materials available



Muestra ésta cantidad

Catorce

Show This Amount

- Place base-ten blocks and linking cubes within easy reach.
- Say, “Muestra ésta cantidad utilizando los materiales. Organiza los materiales para enseñame primero en grupos de diez y luego los otros.”

Fourteen

Moving through the assessment



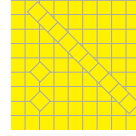
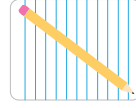
Incorrect: Turn the page.

Correct response

Using base-ten blocks: 1 long and 4 units

Using linking cubes: 10 cubes connected and 4 loose cubes

Materials available



Escribe el número

5 unidades
y
1 decena

Write the Number

- Hand the student paper and a writing tool.
- Say, “Coloca juntos cinco unidades y una decena, escribe qué número es.”

5 ones and 1 ten

Moving through the assessment

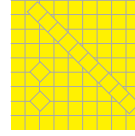
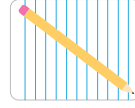


Incorrect: Turn the page.

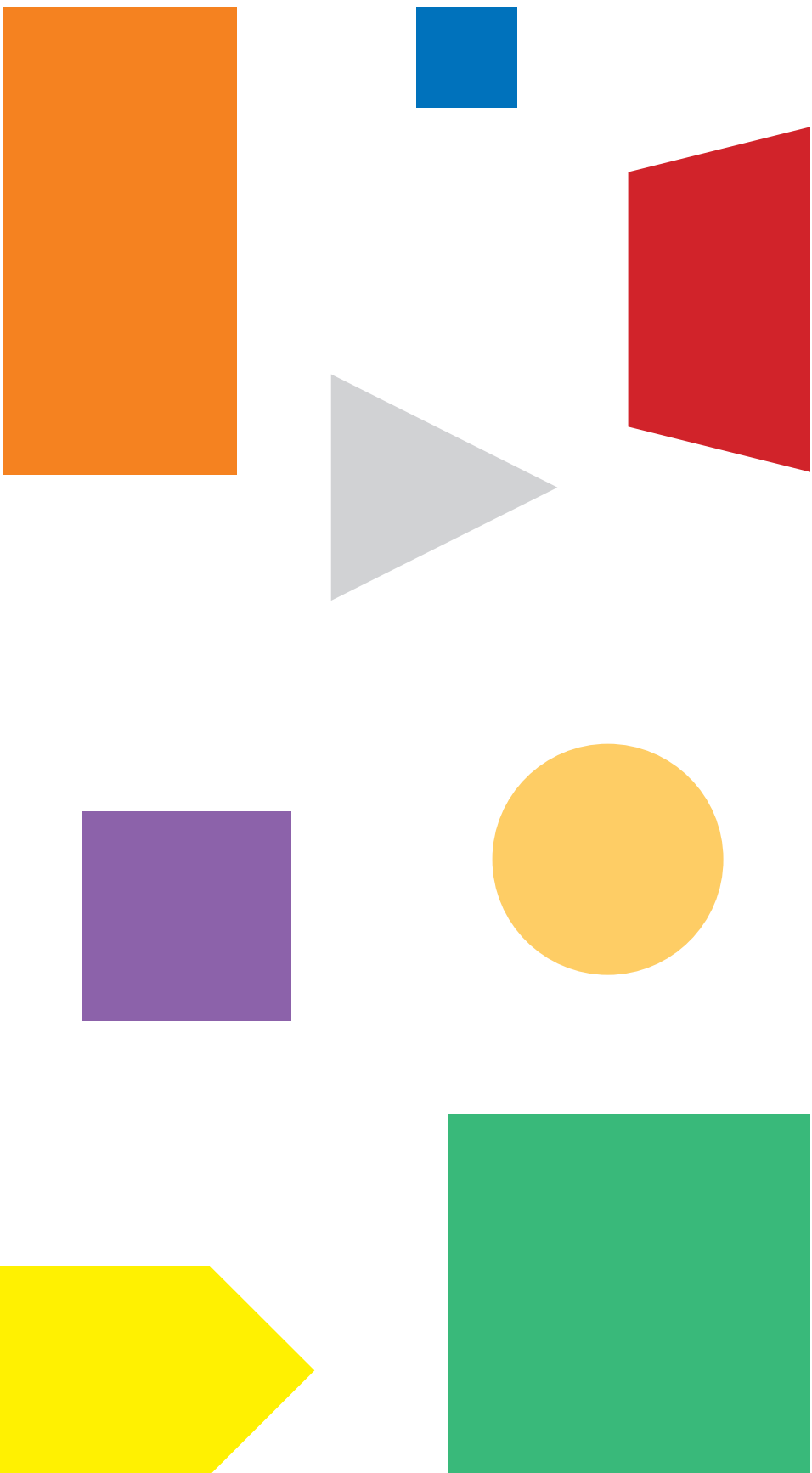
Correct response

Writes “15”

Materials available

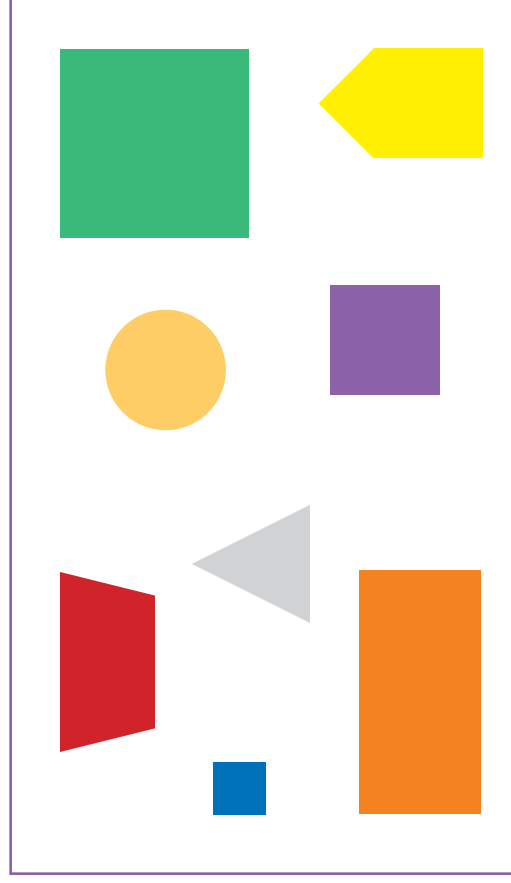


Señala las figuras cuadradas



Point to the Squares

- Say, “Muéstrame un cuadrado.”
- Say, “¿Puedes encontrar otro cuadrado?”
- Repeat the question until the student says there are no more squares.



Moving through the assessment

✘ Incorrect: Turn the page.

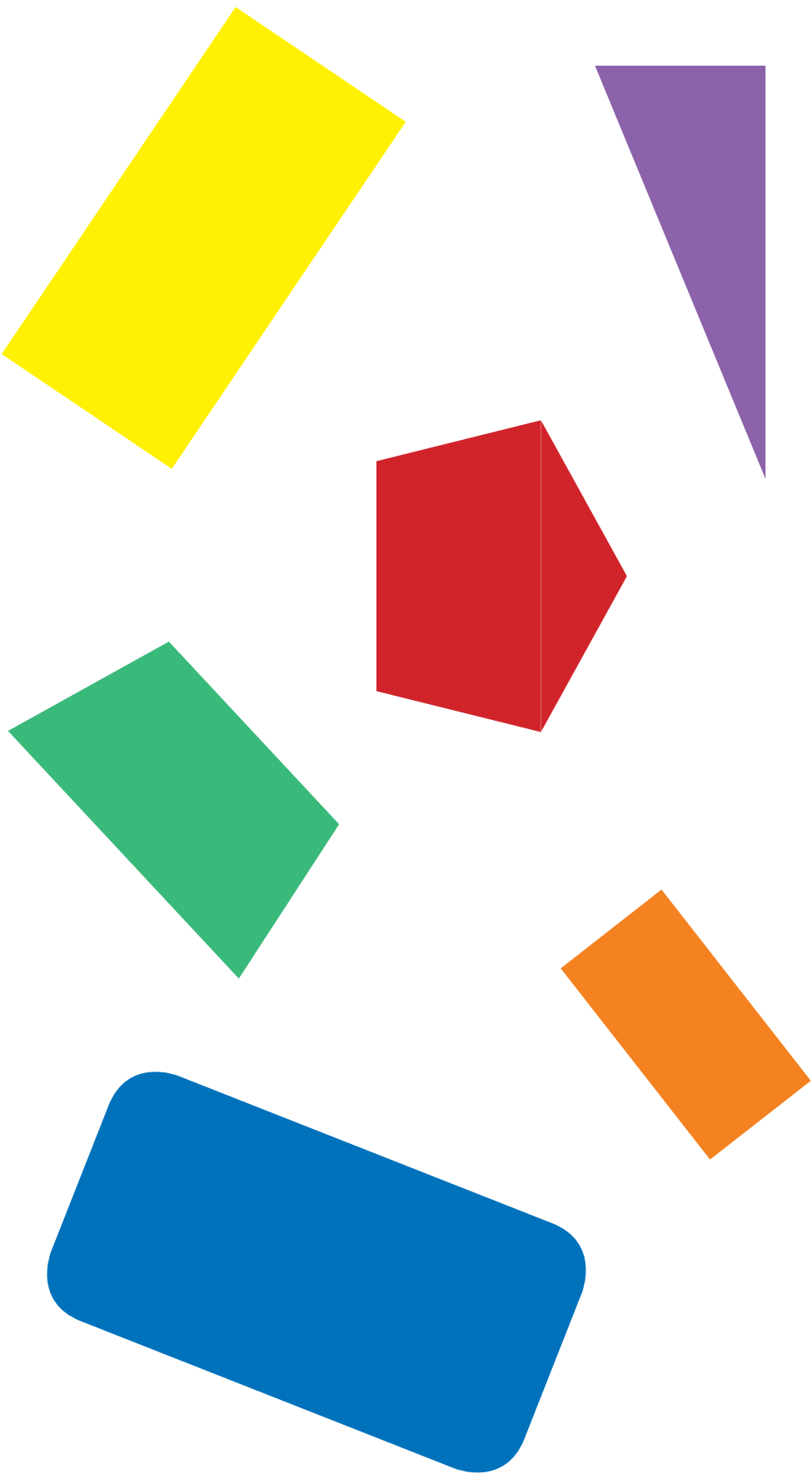
Materials available

none

Correct response

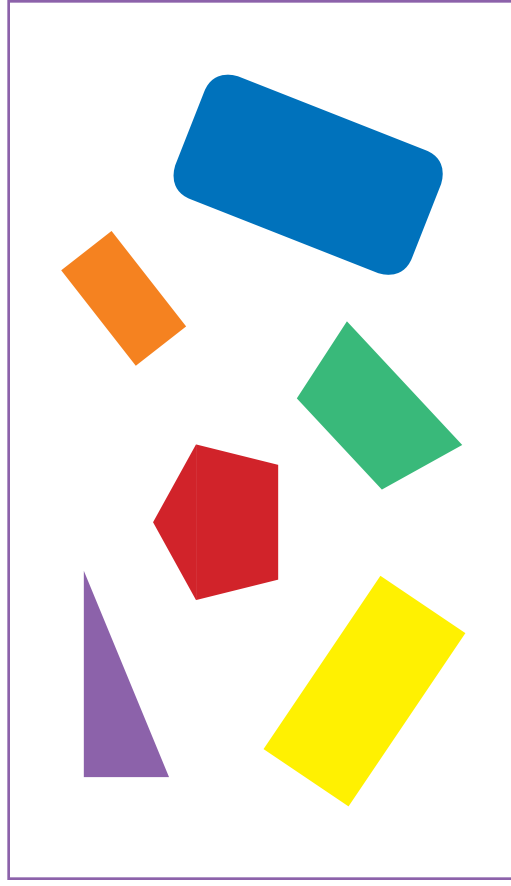
Blue, green, and purple squares

Señala las figuras de rectángulos



Point to the Rectangles

- Say, “Muéstrame un rectángulo.”
- Say, “¿Puedes encontrar otro rectángulo?”
- Repeat the question until the student says there are no more rectangles.



Moving through the assessment

✘ Incorrect: Turn the page.

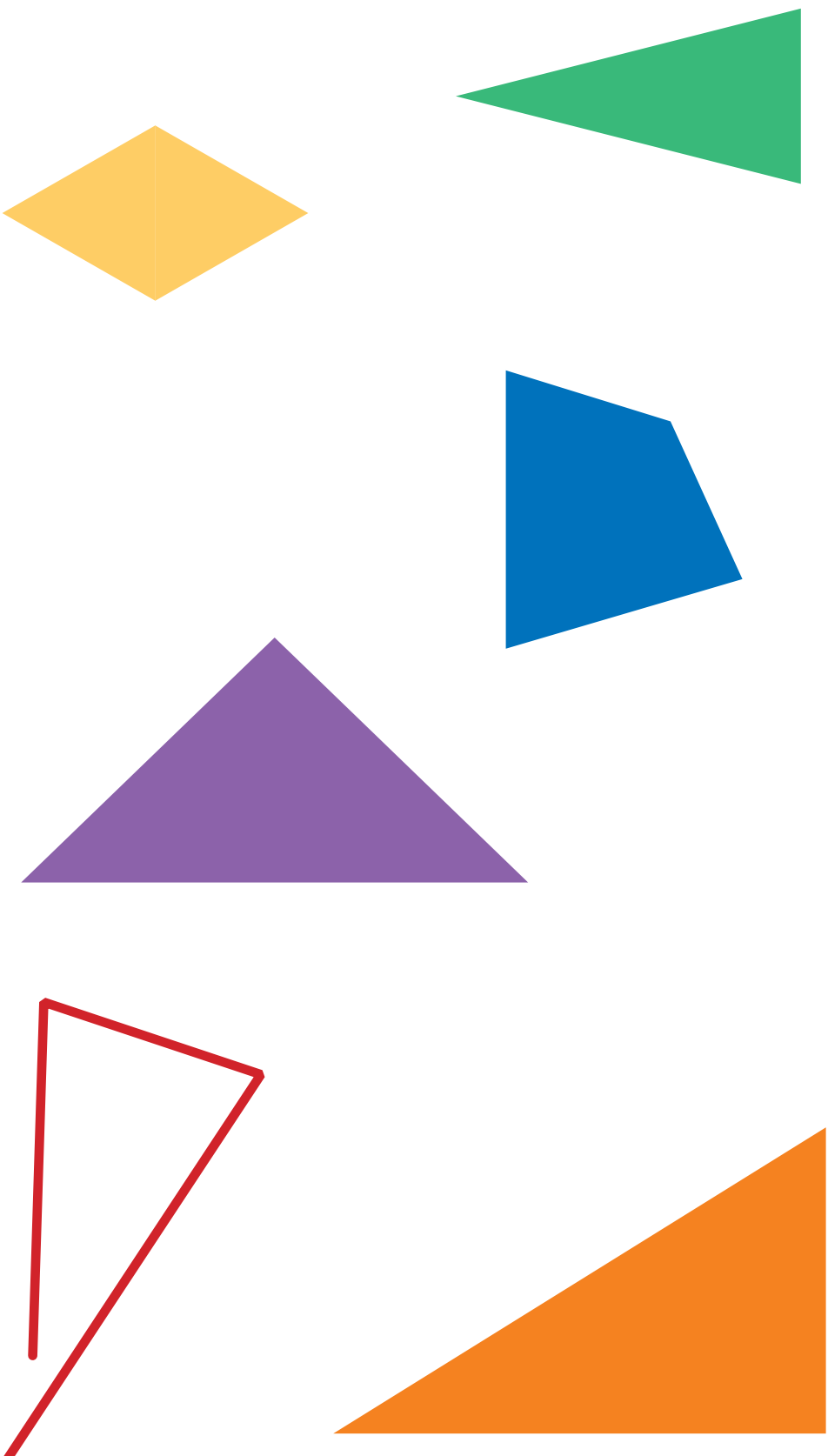
Correct response

Yellow and orange rectangles

Materials available

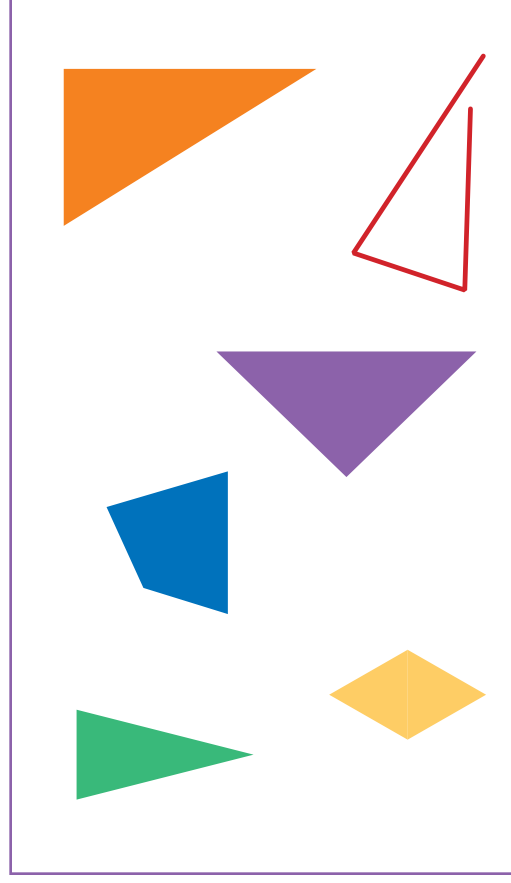
none

Señala los triángulos



Point to the Triangles

- Say, “Muéstrame un triángulo.”
- Say, “¿Puedes encontrar otro triángulo?”
- Repeat the question until the student says there are no more triangles.



Moving through the assessment



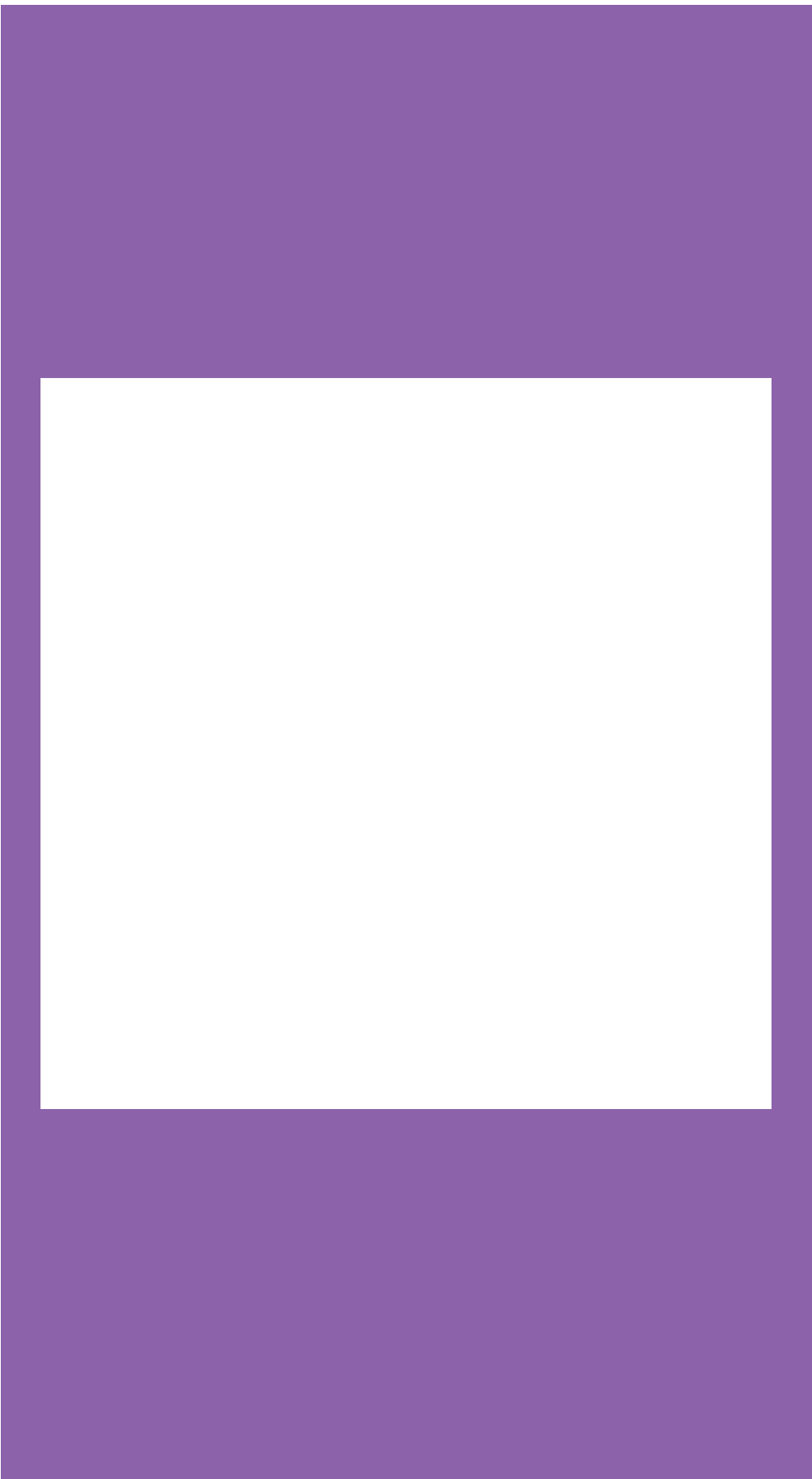
Incorrect: Turn the page.

none

Correct response

Purple, green, and orange triangles

Llena el espacio en blanco



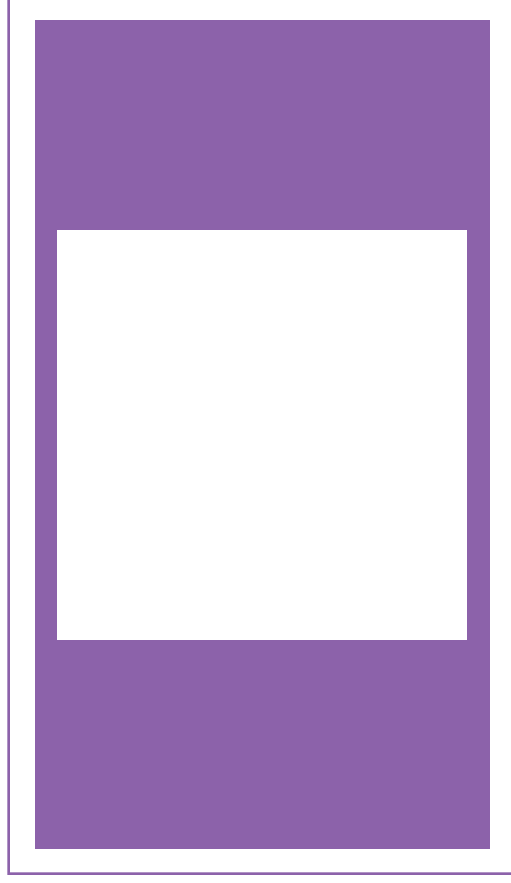
Fill the White Space

- Hand the student three triangles.
- Say, “¿Puedes colocar estas tres piezas en el espacio en blanco?”
- If the student is struggling say, “**Comienza con el triángulo más grande aquí**” 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