

Diagnostic Assessment for Common Cents



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Diagnostic Assessment

Duration: One class period

Standards Assessed: S.D.2.1.2.0.1, MA.B.3.1.1.0.4, MA.D.1.1.2.0.2, MA.A.3.1.2.0.1

Description of Assessment Activity: In addition to assessing skills that will be learned throughout the week on this unit, the test consists of evaluating prerequisite skills. Students should be able to orally count by fives to 50, tens to 100 and ones to 50. Students will identify and know the value of dimes, nickels and pennies. Also, students will be asked the value of different coin combinations not to exceed 20 cents. In addition, students will create a pattern using red, yellow and blue construction paper. After the completion of the written test, students will be divided into groups and be given magazines, paper, glue, scissors and crayon. Each student pretends that he/she is able to buy something from the magazine and cuts out the picture. He/she then glues it on the paper and writes down how much money he/she thinks the object costs. Finally, he/she identifies which coins will be used to buy the object. Each student takes turns acting out number stories. For example, I will buy this for this many cents and will try to select the correct amount of money necessary using toy money.

Teacher Directions:

Prior to the assessment:

1. Make copies of the assessment and check-sheet.
2. Find large paper bulletin board coins to use.
3. Locate old sales papers from Sunday papers.
4. Set up four or five centers with papers, scissors, glue and paper.
5. Prepare cover sheets out of poster paper cut in half and divided into thirds.
6. Prepare zip loc bags for each student to be used all week. Each bag will contain ten pennies in one bag, ten nickels in another bag, and ten dimes in another bag.
7. Make cut outs of red, yellow and blue construction paper the size of quarter. (The pattern needs to be small enough to fit on half a sheet of paper).
8. Write this on chalkboard or dry erase board. I have ___ money. I want to buy _____. It costs _____.

Day of the assessment:

1. Pass out the written assessment, cover sheet and coins.
2. Go over instructions.

Directions:

1. Students are evaluated on their ability to count by fives to 50, tens to 100 and ones to 50 using a check-sheet. (Identifying the items and the ability to count are all pre-requisite skills that are necessary while doing this unit.) At the same time, students identify a penny, nickel and dime that are displayed on the table. This is done individually, a few days' earlier, taking students one at a time during seatwork time. If the students are able to identify each correctly they receive a check on the appropriate box on the check-sheet. The grade book may be used as a checklist. In the math section, write counting skills ones to 50, tens to 100, fives to 50 at the top. Mark a check beside each student's name if he/she is able to

- perform each skill with 100% mastery. Mark three boxes with identifying penny, nickel and dime. If the students are able to identify the coin correctly with 100 % accuracy, check the appropriate box.
2. Pass out the cover sheets and written assessments.
 3. Hold up the bulletin board penny and ask students to look at it.
 4. Tell students to put their fingers on number one and write down how many cents they think this coin is worth. (MA.B.3.1.1.0.4)
 5. Tell students to put their finger on number two and write down how many cents they think the next coin that is held up is worth. Hold up the large bulletin board nickel. (MA.B.3.1.1.0.4)
 6. Tell students to put their fingers on three and write down how many cents they think the next coin held up is worth. Hold up the large bulletin board dime. (MA.B.3.1.1.0.4)
 7. Pass out the dime bags and ask students how many cents are in the dime bag. Write down the correct amount on number four. Put dimes back in bag. (MA.B.3.1.1.0.4)
 8. Pass out the nickel bags. Students count how cents are in the nickel bag and write down the correct amount on number five. (MA.B.3.1.1.0.4)
 9. Hold up the large bulletin board cutout of a dime and a nickel and ask students to write down how many cents these would be worth on number 6. (MA.B.3.1.1.0.4)
 10. Hold up the large bulletin board cutout of a dime and a penny. Ask students how many pennies equal one dime. Students write the answer on number 7. (MA.B.3.1.1.0.4)
 11. Hold up three bulletin board pennies. Students write how many cents these would be worth on number 8. (MA.B.3.1.1.0.4)
 12. Pass out red, yellow and blue circular construction paper cutouts and have students make a three-color pattern on number 9. (MA.D.1.1.2.0.2)
 13. Collect written part of test and materials.
 14. Divide class into equal groups and tell students to look at sale papers from the Sunday paper at their center and pretend they can buy any item in the paper they choose. They cut out the object and glue on the paper and then copy the following sentence from the board and fill in the blank. "I have _____. I want to buy _____. It costs _____." After students have completed the group activity, the students return to their seat. Students take turns coming to the front and sharing their picture and creating and acting out number stories using change at the table. For example, "I will buy this _____ for this amount of money." This is a fun show and tell experience that evaluates SA.D.2.1.2.0.1 and MA.A.3.1.2.0.1. Under the Math section in grade book write the Standards S.A.D.2.1.2.0.1 and MA.A.3.1.2.0.1 at the top. If students understand exchanging money for goods mark the box under SA.2.1.2.0.1. Check MA.B.1.2.0.1 if students are able to express what they wish to buy using the correct amount of change with 100 % accuracy.

Scoring Method and Criteria:

Use Scoring Guide. A suggested grading scale is that each answer on the check-sheet and written assessment is worth 6 points. Teachers may choose to use another grading scale.

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1. _____ cents

2. _____ cents

3. _____ cents

4. _____ cents

5. _____ cents

6. _____ cents

7. _____ cents

8. _____ cents

9. Make a pattern using the construction paper.