Mid-Year Assessment 2022		Nov 2022
Math	**SKG**	Time: 30 minutes
		Total marks: 30

Instructions and Guidelines

- The assessment paper is 10 pages long and the sequence has been distributed between topics covered in Term 1
- Every question has been allotted minimum marks and total scores.
- Facilitator support to administer the paper will be as follows:

JKG	Read out the question twice in English with modeling (1-on-1 administration)
SKG	Read out the question twice in English (1-on-1 or small group administration)
Grade 1	Read out the question once in English (20 students at a time administration)
Grade 2	Independent reading and answering for the entire class

**Note: If a lot of kids in Grade 2 raise their hands during the assessment and the paper can be read out, do make a note of that for the whole class and inform the city IS*

- Expectations through the assessments must be modeled by the teacher/assessor as an example for students to visualize the process. Avoid prompting the answer and adhere to expectations mentioned in the instructions given for each question.
- Skills being assessed and questions being asked, contain expected answers and examples to support the teachers' clarity wherever necessary.
- Please make sure you print the worksheets well in advance before administering the assessment.
- The text taken for reading comprehension is on the basis of the Phonics Progression and foundational skills, encompassed in the curriculum units aligned to the levels mentioned in the Guided Reading session.
- Kindly note, the assessments will be required to be administered domain wise for all students at a time.
- All scores must be entered in a notebook by the teacher and must be entered in the 3DF tracker accordingly.

Domain: Comparison (Tall/short)
Objectives:
I can make taller and shorter objects with manipulatives and talk about them using comparative statements
Total Marks: 4

Q 1: Make a tall and short building using blocks and say which building is shorter and which is taller.
The Assessor says: "Look, I have made a long and short snake with clay. Now this snake is longer than this snake. This snake is shorter than this one." The assessor models the statement by pointing at the respective snakes.

"Can you make a tall and a short building using these blocks? Now tell me pointing at your buildings "Which building is taller?" and "Which building is shorter?"

Distribution of marks:
2 marks for making a tall and a short building.
2 marks for saying the comparative statement.

Expected answer :
The child is expected to point at the right buildings and say:
"This building is taller than this building. This building is shorter than this building."

Domain : Comparison (Left/ right and more/ less)
Objectives :
I can arrange objects to the 'left/right' as per instructions
I can show "more than" and "less than" a given number of objects
Total marks : 2

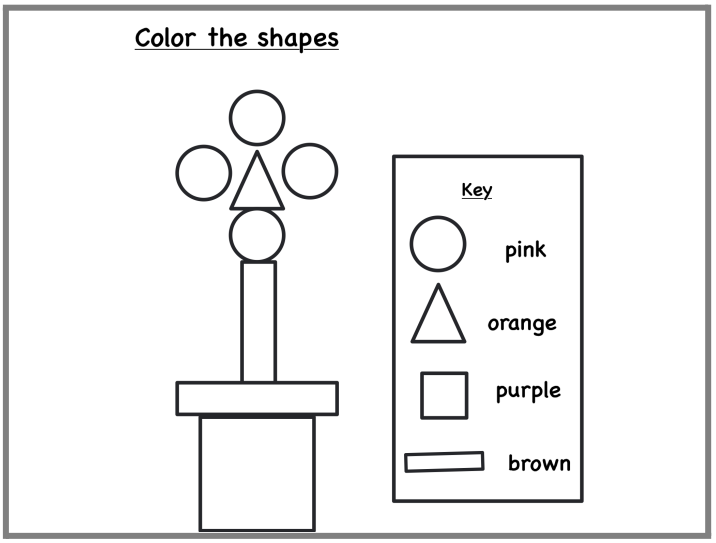
Q 2: Place more/less blocks on the side of the chair as per the instructions given.
The assessor places 3 blocks on the left side of the chair modeling out her left hand and the left side of the chair.

The assessor then asks the child to do the following:
"Pick more than 3 blocks and place them on the right side of the chair."

Distribution of marks :
1 mark for picking blocks that are more than the number placed by the teacher (3).
1 mark for placing these on the right side of the chair.

Domain : Colors and Shapes
Objective : I can identify the shapes (circle, triangle, square, rectangle) and color them (purple, pink, brown, orange)
Total marks : 8

Q 3: I can color the shapes (circle,triangle, square, rectangle) in the flower using specified color crayons (purple, pink, brown, orange).



The Assessor says : "Today, we are going to color a flower of shapes using crayons of the color I tell you."
Place a set of crayons and the image in front of the child. Give one instruction at a time from the ones listed below and wait for the child to finish before moving to the next shape & color.

1. "Pick a pink crayon from the set. Color all the circles in the flower with the pink crayon."
2. "Pick an orange crayon from the set. Color all the triangles in the flower with orange crayon."
3. "Pick a purple crayon from the set. Color all the squares in the flower with the purple crayon."
4. "Pick a brown crayon from the set. Color all the rectangles in the flower with brown crayon."

Since some shapes are multiple in number, get the child to check once after each step if they have colored all the shapes in the image before moving to the next one.

Distribution of marks :
1 mark each for picking the right colored crayon (Total 4 marks for 4 colors)
1 mark each for coloring all of the right shapes with the right crayon (Total 4 marks for 4 shapes)

Domain : Number Sense
Objective : I can count numbers (1 - 15)
Total marks : 3

Q 4: I can count using manipulatives.
Assessor says :
Look," I have made 3 balls with clay " (Didi will make it counting 1..2..3)
Now can you count and make 8 balls with clay?
Wait for the child to make, count and show you 8 balls of clay.

Look, "I have made a tower using 5 blocks " (Didi will make the tower with blocks counting 1..2..3..4..5)
Now can you count and make a tower with 13 blocks?
Wait for the child to make, count and show you a tower of 13 blocks.

Look, "I have threaded 7 beads in this string " (Didi will thread the beads counting 1..2…3..4..5..6..7)
Now can you count and thread 10 beads?
Wait for the child to make, count and thread 10 beads.

Distribution of Marks :
1 mark for doing each activity while counting out loud. (Total 3 marks)

Domain : Number Sense
Objective : I can tell which number comes before or after a given number. (9 - 15)
Total marks : 2

Q 5: I can jump on the number which comes after or before a number.
Assessor says :
"I have placed the number cards 11 to 15 in order "

a. The assessor models and shows an example:
"I am standing on number 12. I am now going to jump on the number which is before number 12. Number 11 comes before number 12."

"Now can you stand on the number 10? Look and jump on the number which comes before number 10."
Once the child has jumped, ask the child, "Which number comes before 10?"

b. The assessor models and shows an example:
"I am standing on number 12. I am now going to jump on the number which is after number 12. Number 13 comes after number 12."

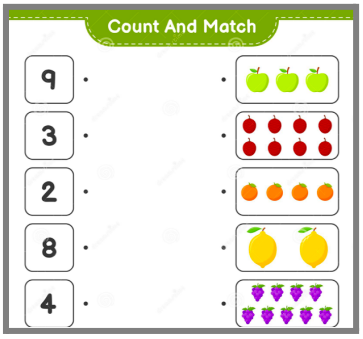
"Now can you stand on the number 14? Look and jump on the number which comes after number 14."
Once the child has jumped, ask the child, "Which number comes after 14?"

Distribution of marks:
1/2 mark each for jumping on the correct before and after number. (Total 1 mark)
1/2 mark for answering in a complete sentence for each case. (Total 1 mark)

Expected answer :
1. Number 9 comes before number 10.
2. Number 15 comes after number 14.

Domain: Number sense
Objective: I can count the objects and match to the number
Total Marks: 2

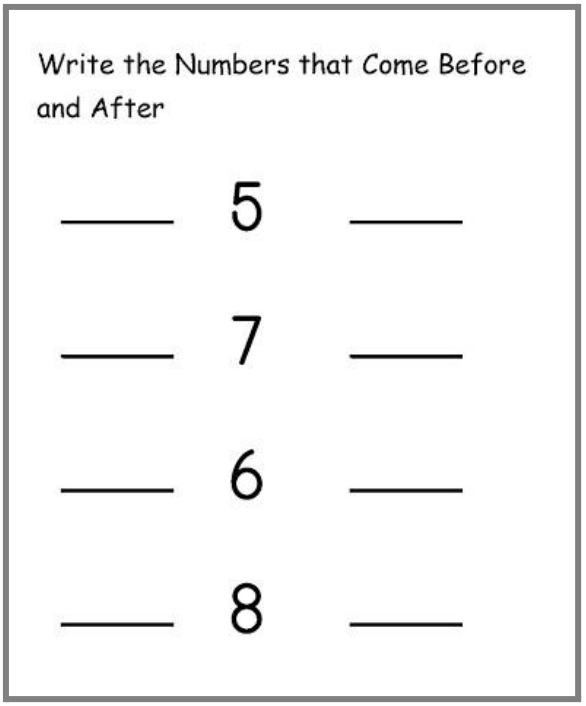
Q6. Give the child a print of the following worksheet and model what is to be done for the number 9. Allow the child to independently work on matching the value with the number for the other 4 numbers: 3, 2, 8 and 4.



Distribution of marks: 1⁄2 mark for matching each pair correctly. (Total 2 marks)

Domain: Number Sense: Before and after numbers
Objective: I can write the before and after number
Total Marks: 3

Q7. Give the child a print of the following worksheet and model the first example for 5. Allow them to independently fill in the blanks with the right numbers for 7, 6 and 8.



Distribution of marks:
1⁄2 mark for writing the before number correctly and 1⁄2 mark for writing the after number correctly for each of the numbers given. (Total 3 marks)

Domain : Operations: Addition and subtraction
Objective : I can solve addition and subtraction problems based on the instructions given
Total marks : 2

Q 8a: Addition
The Assessor gives the child the appropriate number of beads and says:
"These are your 4 beads. I will give you 2 more beads. Now, count and tell me how many beads you have altogether."

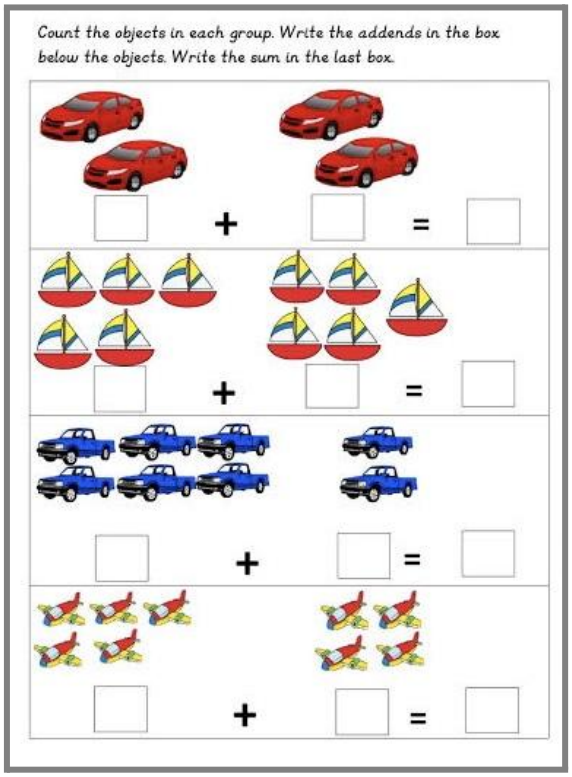
Q8b: Subtraction
The Assessor places the appropriate number of beads in front of the child and says:
"You have 7 beads now. Didi will take away 3 beads from these. Now, count and tell how many beads are left with you."

Distribution of marks :
1 mark for counting and telling how many beads are there altogether.
1 mark for counting and telling the number of beads left.

Expected answer :
Q8a Addition: There are 6 beads altogether.
Q8b Subtraction: 4 beads are left with me.

Domain: Operations: Addition
Objective: I can count and add, then write the number
Total Marks: 3

Q 9: Count, add and write the numbers. Model out the first example of the cars for the child (2 + 2 = 4). Allow the child to do the rest 3 independently.

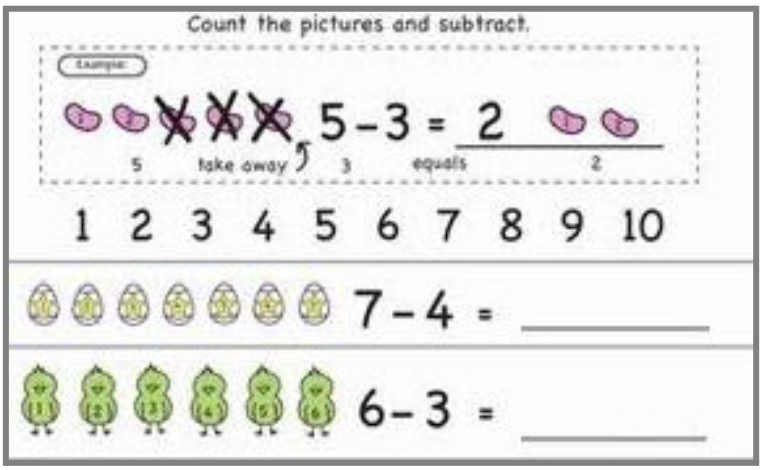


Distribution of marks & expected answers:
1 mark for each of the completed answer:

a) 5 + 5 = 10
b) 6 + 2 = 8
c) 5 + 4 = 9

Domain: Operations: Subtraction
Objective: I can subtract the objects and write the number
Total Marks: 1

Q10 : Count, subtract and write the numbers. A solved example is given for the child to see. Explain this once, if required and allow the child to independently solve the other two.



Distribution of marks:
1/2 mark for each correct answer. (Total 1 mark)

Expected answers:

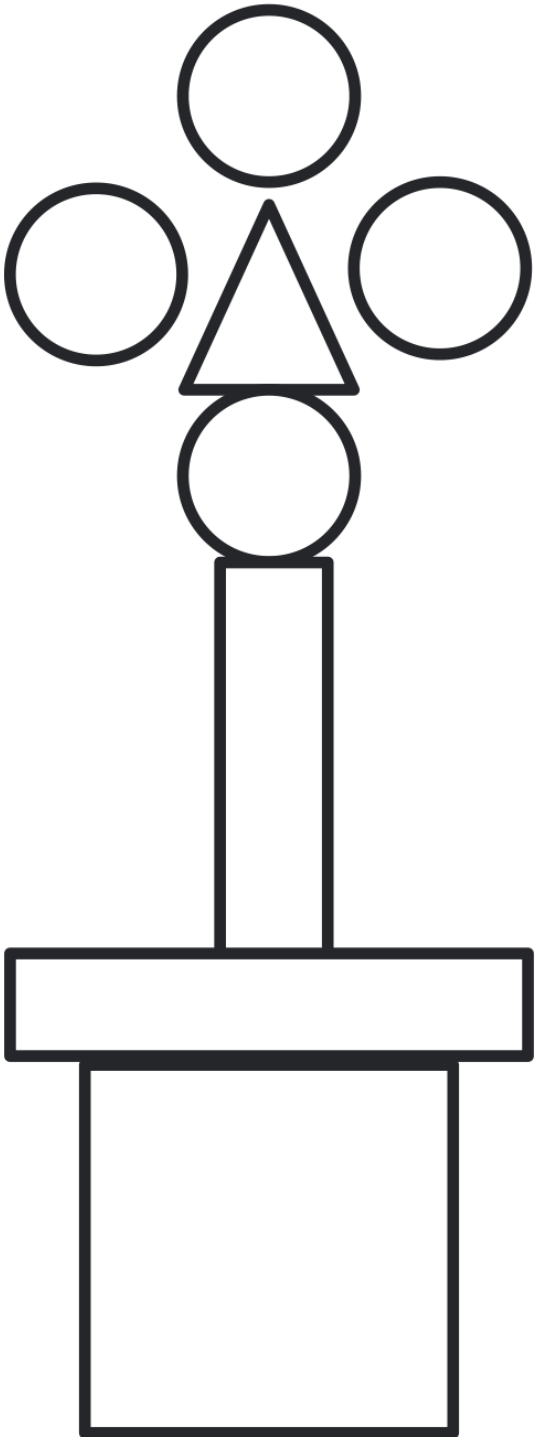
a) 3
b) 3

Materials Required : To be kept ready by the teacher
1. Prints of the worksheets
2. A crayon box containing the colors (purple, pink, brown , orange)
3. Flashcards for numbers 9 - 15
4. Blocks
5. Beads with strings
6. Clay
7. A chair

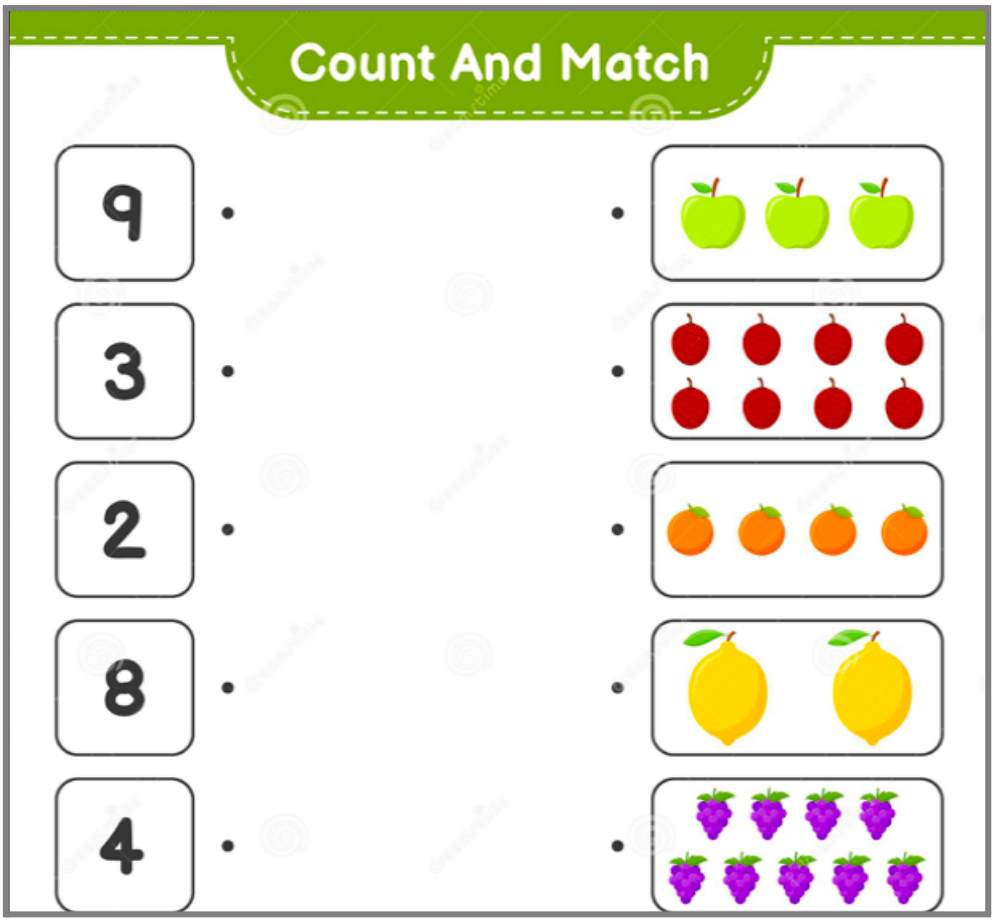
Prints to be taken: Next few pages

Q 3.

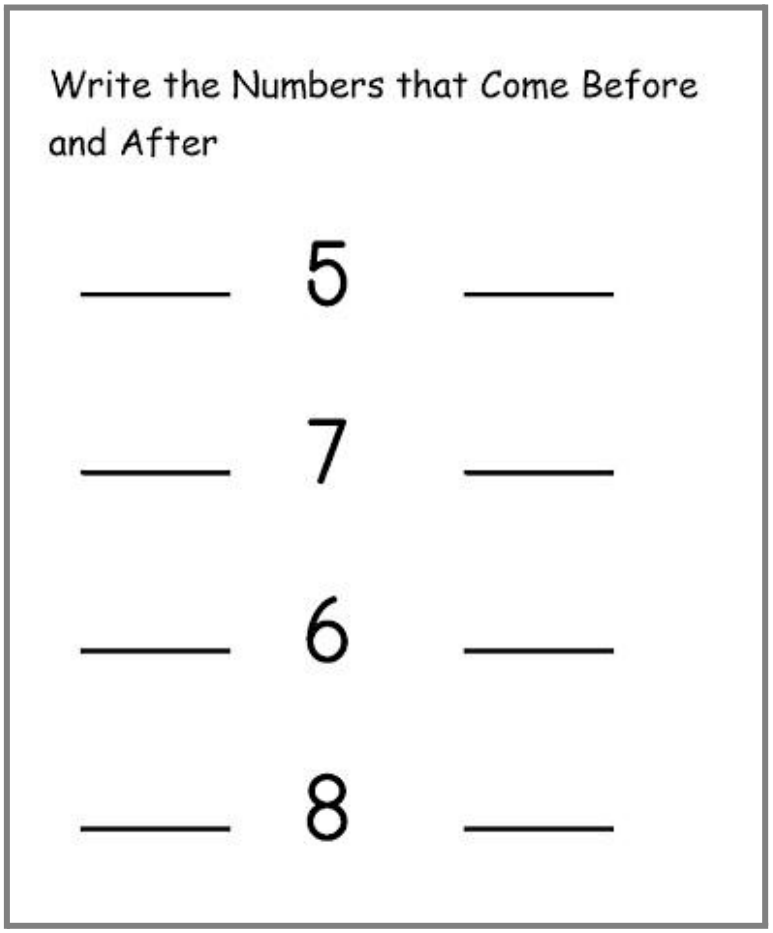
Color the shapes



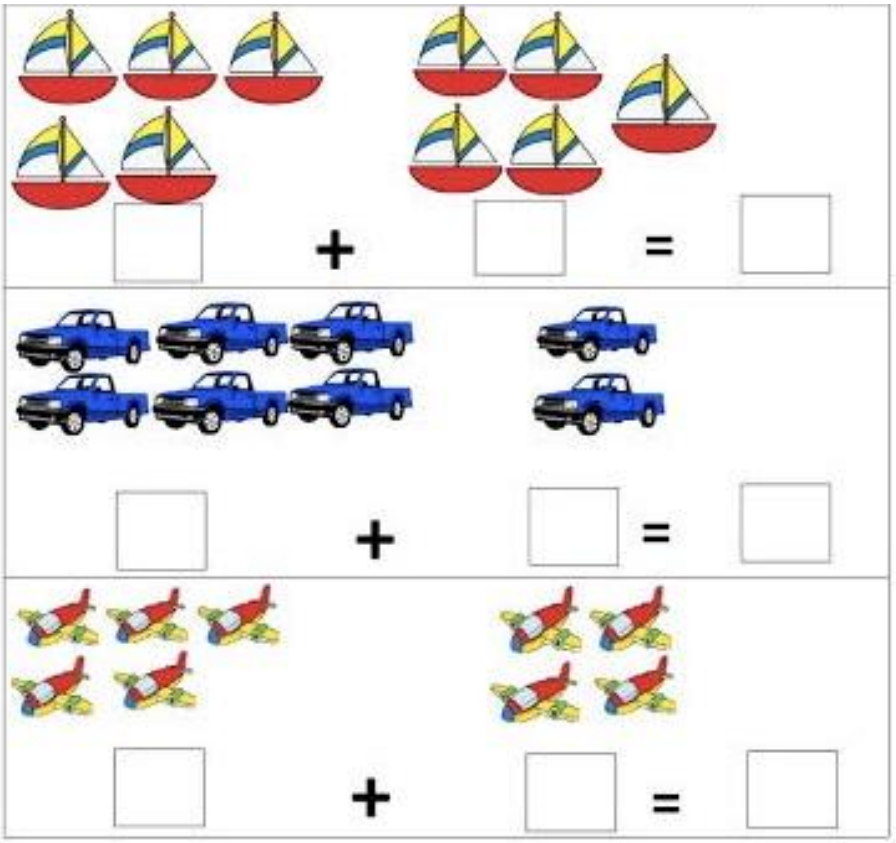
Q6.


Count And Match
9
3
2
8
4

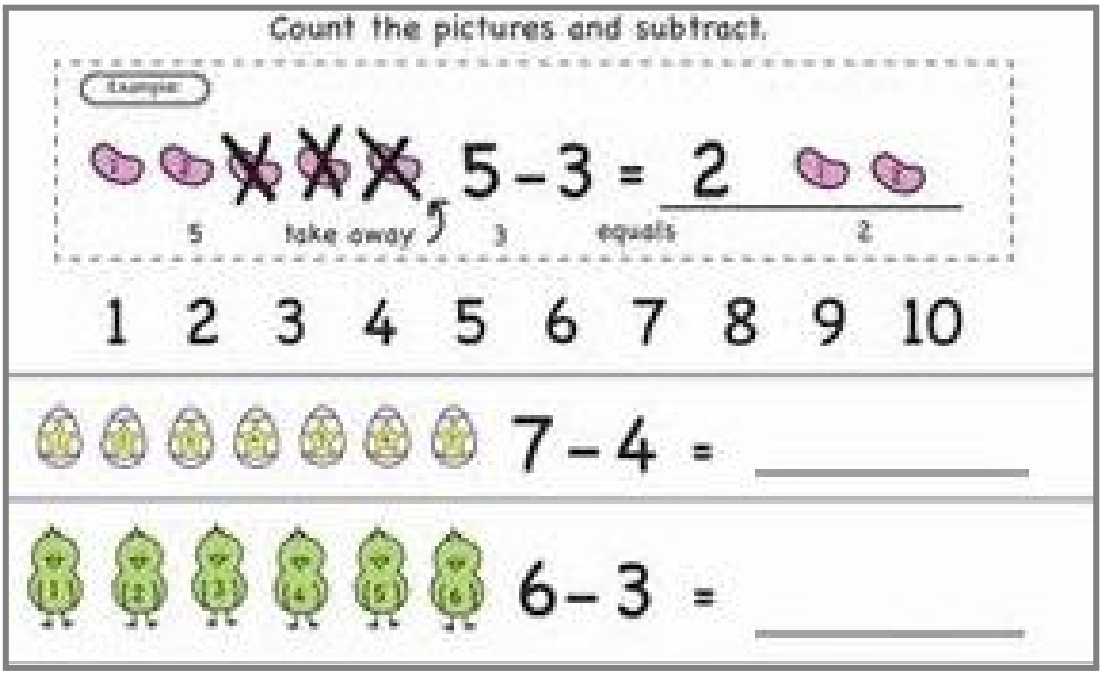
Q7.


Write the Numbers that Come Before and After
5
7
6
8

Q9.



Q10.


Count the pictures and subtract.
Example:
5 - 3 = 2
5 take away 3 equals 2
1 2 3 4 5 6 7 8 9 10
7 - 4 =
6 - 3 =