

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

Treasure Hunt

Grade Level: Kindergarten

Florida Sunshine State Standards Addressed:

Primary Standards:

MA.B.3.1.1: The student, using a variety of strategies, estimates length, widths, time intervals, and money, and compares them to actual measurements.

4.- Knows and compares the values of a penny (one cent), nickel (five cents), and dime (10 cents)

LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

5.- Understands basic phonetic principles (for example, knows beginning, middle, and end sounds)

Secondary Standards:

LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

1.- Follows two-step oral directions

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Information for the Teacher

Task Description:

This assessment requires students to identify, place value, identify beginning sounds of a penny, nickel, and dime.

Task 1 – Students will search in sand to identify and collect the three coins.

Task 2 – Students will be able to identify the correct value of the three coins.

Task 3 - Students will identify beginning letter sound of three coins.

Required Materials:

- Play coins
- Discovery table filled with sand

Assessment Scenario for Students

(Teacher Dresses as a Pirate)

“Aruugh! Ahoy Maties! I have lost my treasure and need your help! Where could my treasure be??? (Have children guess places until they name the discovery table with sand.) Today, you will be called over to search through the sand to find a penny, a nickel, and a dime.

Task 1: Identify Coin Names

Pretend you are on the beach of a deserted island. Your job is to help Pirate Jack find his lost treasure. Each of you will find one penny, one nickel, and one dime to show me. You will tell me the name of each.

Scoring Guide – Task 1

3 Proficient

- Student finds all three coins (1¢, 5¢, 10¢).
- Student identifies all three coins (1¢, 5¢, 10¢).
- Student follows directions correctly.

2 Progressing

- Student finds less than three coins (1¢, 5¢, 10¢).
- Student identifies less than three coins (1¢, 5¢, 10¢).
- Follows directions but lacking _____.

1 Not meeting the standard(s)

- Student does not find coins.
- Student unable to identify coins.
- Student unable to follow directions.

Task 2

Now you will determine the value of a penny (1¢), a nickel (5¢), and a dime (10¢).

Task 2: Scoring Guide

3 Proficient:

- Student identifies all three values correctly.
- Follows directions.

2 Progressing:

- Student identifies less than three values correctly.
- Follows directions but lacking _____.

1 Not meeting the standard(s):

- Student unable to identify values.
- Unable to follow directions.

Task 3

Last, you will identify the beginning letter sound of the three coins.

Task 3: Scoring Guide

3 Proficient:

- Student identifies beginning letter sounds of the three coins.
- Follows directions.

2 Progressing:

- Student identifies less than three beginning letter sounds of the three coins.
- Follows directions but lacking _____.

1 Not meeting the standard(s):

- Unable to identify beginning letter sounds.
- Unable to follow directions.