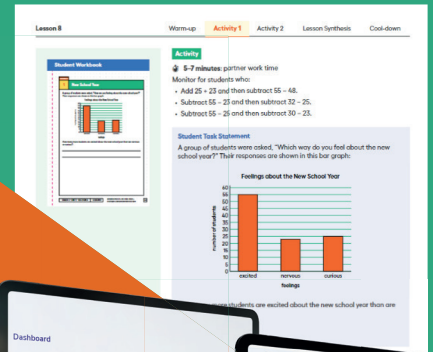




TK–6 Assessment

Embedded assessments that drive insight, instruction, and equity in TK–6 classrooms



Assessment Built into Instruction

Every lesson includes formative tools that support teacher decisions

In Imagine IM California, assessment isn't an add-on — it's woven into daily instruction. Teachers gain meaningful, real-time insight into student understanding through **cool-downs, checkpoints,** and rich **practice tasks** designed to highlight reasoning, not just the correct answers.

Cool-downs that check for understanding and guide next steps

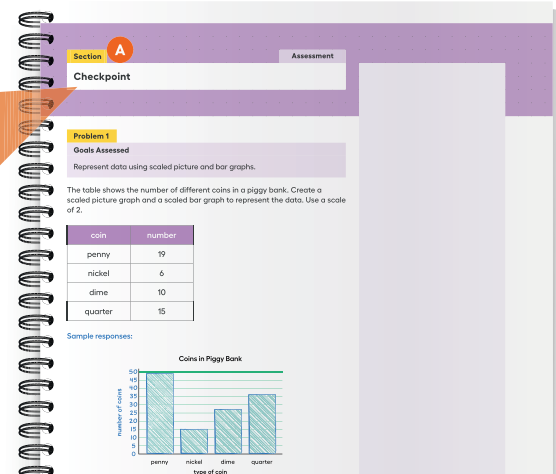
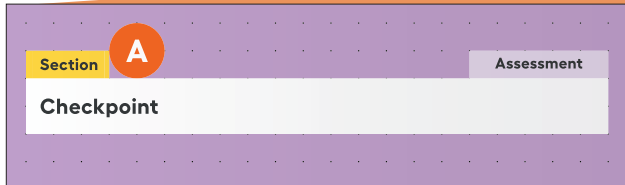
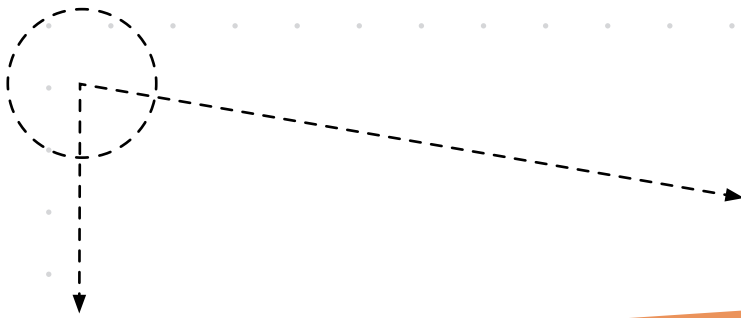
Beginning in Kindergarten, cool-downs provide a short, focused task at the end of each lesson to assess key learning goals. In Grades 2–6, they appear in every lesson; in TK–1, they're embedded throughout each section and developmentally appropriate. Cool-downs help surface misconceptions and support reteaching or extension. **Digital versions** offer auto-scoring, real-time feedback, and data capture.

The screenshot shows a digital form titled "5.5.1 Digital Cool-down" with a "Standards" tab selected. It contains two questions:

1. What did you learn about 1 thousandth?
Type in the box:
[Text input field with a rich text editor toolbar]

2. What do you still wonder about 1 thousandth?
Type in the box:
[Text input field with a rich text editor toolbar]

The screenshot shows a printed version of the same form. It includes a "Lesson Synthesis" section with a "Cool-down" task. The task asks students to reflect on their understanding of 1 thousandth and to share their responses in a "Turn and Talk" activity. It also includes a "What We Would Like to Know" section with a list of questions and a "What We Learned" section with a list of student responses.

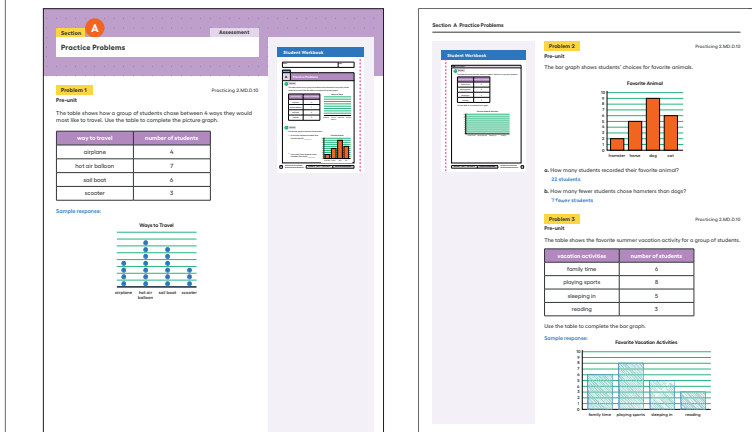
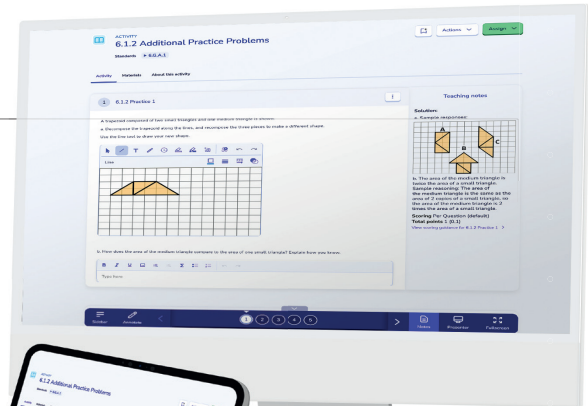


Section checkpoints that monitor progress

Placed at key moments within each unit, section checkpoints measure how students are progressing toward broader unit goals. **Teacher materials include sample student responses, rubrics, and next-step suggestions**, all aligned with CA CCSSM and the Standards for Mathematical Practice.

Practice that doubles as informal assessment

Practice sets reinforce current skills and spiral prior learning, giving teachers another lens on understanding. Items come in multiple formats — visual models, open-ended prompts, and scaffolded tasks — and can be used in print, projected, or assigned digitally. **Additional practice sets** are available online for extended support.



Purposeful Summative Assessment

Unit assessments measure progress with flexibility and insight

Every unit concludes with an **end-of-unit assessment** (or observation checklist for younger grades). These tasks assess reasoning, fluency, conceptual understanding, and application. Digital formats feature tech-enhanced items and instant feedback, while print versions include rubrics and exemplar responses. **Digital assessments** also help students become familiar with item types seen on state tests.



Assessment tools aligned to the CA Math Framework

Imagine IM California supports the state's call for **embedded, equity-focused assessment**. Lessons include opportunities to reason, model, and explain — not just compute. Feedback loops through synthesis discussions, student journals, and teacher prompts make learning visible and help move thinking forward.





Diagnostic Support for Differentiated Instruction

Start strong with tools that identify unfinished learning

“Check Your Readiness” diagnostics in Grades 2–6 assess essential prior knowledge before each unit. In TK–1, observation-based prompts and section checklists support early learning insight. These tools help identify gaps and inform targeted small-group instruction.

The screenshot shows a diagnostic tool interface. On the left, a checklist titled "As you reflect on student work, consider:" includes prompts about understanding unit-section learning goals, evidence of student progress, and learning goals for support. On the right, a "Section A Checkpoint" section titled "Assessment 3 Problems" contains "Problem 1" which asks students to describe volume and compare two figures. Below the problem, a sample response states: "Figure A is 10 unit cubes and Figure B is only 1 unit cubes, so Figure A takes up more space."

Section A Checkpoint Assessment 3 Problems

Problem 1

Goal Assessed

Describe volume as the space taken up by a solid object.

Which figure has greater volume? Explain your reasoning.

Figure A: A 3D shape made of 10 unit cubes. Figure B: A 3D shape made of 1 unit cube.

Sample response: Figure A is 10 unit cubes and Figure B is only 1 unit cubes, so Figure A takes up more space.



Next-day guidance and lesson-level scaffolds

Every teacher guide includes “**next-day support**” suggestions tied to formative assessment outcomes. Teachers get clear, actionable ways to re-engage students using content and language scaffolds, without falling behind on grade-level pacing.

Responding To Student Thinking

Students draw bars that use a scale of 1 instead of a scale of 5.

Next Day Supports

Use the Launch of the next day's activity to discuss the difference between a bar graph that has a scale of 1 and a scaled bar graph. The work of this lesson builds from the categorical data concepts developed in a prior unit.

Prior Unit Support

Grade 2, Unit 1, Section B Ways to Represent Data

Lesson 5 Warm-up Activity 1 Activity 2 Lesson Synthesis Cool-down

Cool-down Addressing 3.MD.B.3
Complete a Scaled Bar Graph 5 min

Student Task Statement
Students were asked, “Which is your favorite animal at the zoo?”
Their responses are shown in this table:

animal	number of students
elephant	17
tiger	10
giraffe	4
otter	4

Use the data in the table to complete the scaled bar graph.

Student bar graphs show 10 students chose tigers and 4 students chose otters.

Responding To Student Thinking
Students draw bars that use a scale of 1 instead of a scale of 5.
Next Day Supports
Use the Launch of the next day's activity to discuss the difference between a bar graph that has a scale of 1 and a scaled bar graph. The work of this lesson builds from the categorical data concepts developed in a prior unit.
Prior Unit Support
Grade 2, Unit 1, Section B Ways to Represent Data

GRADE 3 • UNIT 1 • SECTION A • LESSON 5

Designed for all learners

Assessments include **visual supports**, **accessible layout**, and **UDL-aligned design**. Digital tasks are available in English and Spanish. Supports for multilingual learners include sentence frames, vocabulary scaffolds, and MLL strategies — all integrated to ensure students can show what they know.

Nombre _____ Fecha _____

LECCIÓN REPASO DE CONOCIMIENTOS

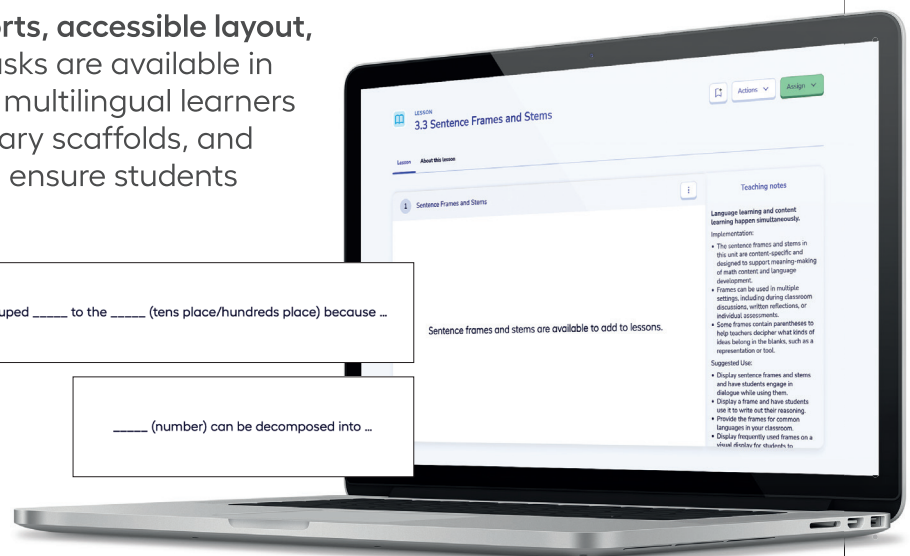
11 Datos sobre una mascota para la clase

Los estudiantes responden la pregunta “¿Qué animal sería el mejor como mascota de la clase?”.
Estas son sus respuestas.

 hamster	 puz	 rana

I regrouped _____ to the _____ (tens place/hundreds place) because ...

_____ (number) can be decomposed into ...



Imagine IM California gives TK–6 teachers the assessment tools they need to guide instruction and support every learner. Use this brochure to highlight how embedded, standards-aligned, and equity-focused assessments are a core part of what makes Imagine IM California so effective in real classrooms.



www.imaginelearning.com/imagine-im-ca
877-725-4257 • solutions@imaginelearning.com

 **imagine
learning**
empower potential.