



# SKILLS ASSESSMENT

## For Children in the Intermediate Grades 3–6

### OVERVIEW

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The *AfterSchool KidzMath*™ program has three goals:

- Increase children’s enjoyment of mathematics
- Increase children’s mathematical understanding and skills
- Increase children’s ability to work with others

To help you identify how the children are doing in relation to the goals, Developmental Studies Center has developed two types of assessments: Math Skills Assessments to measure children’s math skills and an *AfterSchool KidzMath* Questionnaire to measure how they feel about math and working with others. Both tools can be used in several ways.

As we are all aware, children have to undergo quite a bit of testing these days. So we developed these assessments as not another test but a fun way to see where your kids are with their math skills, how they feel about math and working with others, and if they are progressing or need more time with skills.

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# MATH SKILLS ASSESSMENTS

There are seven intermediate assessments included in this packet. Each assesses one of the content areas that are covered in the *AfterSchool KidzMath* Games program.

NAME OF THE GAME	GRADE LEVEL	MATH CONTENT AREA
Fill 'Em Up	5–6	Decimals
Lonely Aces	3–4	Division
Multiplication Baseball	3–6	Multiplication
Picture This!	4–6	Percents
Target	3–6	Mental Math and Operations
Wacky Cakes	3–4	Fractions
What's My Rule?	3–6	Number Sense

## WHEN TO USE THE SKILLS ASSESSMENTS

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This assessment was designed for flexible use; for example, you can use it as an indicator of where a child is at any given time, to determine what a child needs to focus on, or as a pre- and posttest. There is an assessment using a game from each content area. You can use the assessment as a pre- and posttest by administering it at the beginning of the year, scoring it, administering it again at the end of the year, and then comparing the scores. Or you can use it just as a way to see where your kids are with their math in order to know what games you want to play next or play again, by looking at their scores.

Note that to see the most gains from *AfterSchool KidzMath* we recommend implementing the program at least twice a week for 6 months. Continue to play the *KidzMath* games with your children as usual and only use the assessments as a guide to see how the children are doing in each math content area. For children to get the most from the program, it is important that you facilitate the games as written: **model the game, play the game, and discuss the game.**

Before doing the assessment that accompanies a game, the children should have experience with the game from using the kit and know how to play it. If you administer the assessment well, the children will think they are just playing another fun game...after all, we want always to remember this is *after* school, not *more* school!

## HOW TO USE THE SKILLS ASSESSMENTS

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Each assessment is intended to feel and look to the child as if he or she is playing an *AfterSchool KidzMath* game. With that in mind, please make sure that your children know how to play each game before giving the accompanying assessment. The children can play the game in pairs each completing their own assessment page or they can work alone.

## Directions

1. For each assessment you are going to administer, print one copy for each child. You will use the first page to record your findings and the child will use the second page to help play the game and record his or her answers. You will use the materials from *AfterSchool KidzMath* to play each game, the only difference being that the children record their own answers.
2. Before giving an assessment, explain that it is similar to the game the children have previously played. Then walk through how the assessment is different and what the children will do. You may also want to explain that they are doing this so that you know how they are doing with math and what games they should play next.

3. Administer the assessment:

***If the kids are working in pairs,*** each child should complete his or her own assessment page. It works best for you, the leader, to work with the pair and make sure they are playing correctly and recording their answers while you observe how they are completing the work. Pair the children and give each partner the second page of the assessment and the materials needed to play the game. Have the children play the game as described on the Assessment Sheet while you observe. While they are playing you can take notes of your observations in the observation notes box.

***If the kids are working independently,*** explain the assessment directions and have them complete the second page of the assessment on their own. Make sure that you are observing their work and taking notes. You can do this also by gathering a small group and administering the assessment while observing and taking notes.

4. Whether you administer the assessment to individuals or pairs, be sure the kids put their names on their sheet. Collect the sheets when they are done.

## Things to keep in mind when administering the assessments

Is the child's answer correct? If the answer is not correct, does she know this? How far off is she? Is she close and maybe just counted wrong or is she way off, indicating that she probably doesn't understand what the answer should have been?

How is he working with his partner? If his partner is struggling, does he offer help? How do partners decide who is going to go first? How does one partner act if he doesn't get to go first or his partner is not playing fairly? Are partners playing fairly?

All of these are good questions to think about while you are watching each child play the games; it will help you with notes in the observation notes box to learn where they are with their math and social skills.

## HOW TO SCORE THE SKILLS ASSESSMENTS

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By giving a score to a child's work you can compare the child to the others in your group, see what the children need to work on, and also see how they have changed over time. If you wish to score the assessment, there is rubric to help you do so. Simply look at the completed task and your observations and choose the score that best describes the level of the work.

# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## FILL 'EM UP

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each pair (or child, if working individually) being assessed will need the "Decimal Cards."
- Each child will need a copy of the Fill 'Em Up Assessment Sheet (next page).
- The leader will need a copy of this Fill 'Em Up skills assessment page.

### Directions

Once you have played Fill 'Em Up (pages 163–168 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and have played other decimal games, and your kids know how to play the game, you are ready to assess their understanding of decimals.

1. Print a copy of the Fill 'Em Up Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be recording their score on a piece of paper instead of using the game board.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)

How automatic is the skill? Does the child have to think about it or does it come easily?

What kind of partner is the child? Bossy? Helpful? Not interested?

Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child understands the difference between tenths and hundredths and successfully completes the game.	4
The child correctly fills in the square using the cards.	3
The child cannot figure out how many squares to fill in for each card.	2
The child is not able to complete the task.	1

# FILL 'EM UP ASSESSMENT SHEET

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Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Materials needed

- 1 deck of "Decimal Cards"

## Directions

1. Decide who will go first.
2. Mix up the cards and place them face down.
3. Turn over three cards and place them in a row.
4. Take turns:
  - Choosing which card to use
  - Writing that number below the grid and filling in the correct number of squares on your grid
  - Replacing the card
5. Play until both grids are filled in. Add up the numbers below to show the total.



# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## LONELY ACES

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each pair (or child, if working individually) being assessed will need a deck of cards with the face cards removed and a "Lonely Aces Spinner."
- Each child will need a copy of the Lonely Aces Assessment Sheet (next page).
- The leader will need a copy of this Lonely Aces skills assessment page.

### Directions

Once you have played Lonely Aces (pages 53–57 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and have played other division games, and your kids know how to play the game, you are ready to assess their understanding of division.

1. Print a copy of the Lonely Aces Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be recording their score on a piece of paper.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)  
How automatic is the skill? Does the child have to think about it or does it come easily?  
What kind of partner is the child? Bossy? Helpful? Not interested?  
Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child gets all the answers correct.	4
The child gets more answers right than wrong.	3
The child gets more answers wrong than right.	2
The child is not able to complete the task.	1

# LONELY ACES ASSESSMENT SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Materials needed

- 1 deck of cards with the face cards removed
- 1 "Lonely Aces Spinner"



## Directions

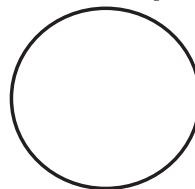
1. Place nine cards face up in three rows of three.
2. Record the numbers from each card in a rectangle below.
3. Take turns:
  - Spinning the spinner to get a number
  - Writing the number in the circle below
  - Crossing out all of the cards that the number spun can be divided into without a remainder
4. Write each equation below. For example, if you spun a 3 and you cross out a 9, write:  $9 \div 3 = 3$

2	5	<del>3</del>
<del>6</del>	5	<del>9</del>
8	4	7

3

$3 \div 3 = 1$	$9 \div 3 = 3$
$6 \div 3 = 2$	


Number spun



Write your equations here:


# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## MULTIPLICATION BASEBALL

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each pair (or child, if working individually) being assessed will need 2 dice, 9 game markers, the "Multiplication Baseball" game board and 1 "Baseball Play Sheet."
- Each child will need a copy of the Multiplication Baseball Assessment Sheet (next page).
- The leader will need a copy of this Multiplication Baseball skills assessment page.

### Directions

Once you have played Multiplication Baseball (pages 77–82 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and other multiplication games, and your kids know how to play the game, you are ready to assess their understanding of multiplication.

1. Print a copy of the Multiplication Baseball Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be recording their score on a piece of paper instead of using the game board.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)  
How automatic is the skill? Does the child have to think about it or does it come easily?  
What kind of partner is the child? Bossy? Helpful? Not interested?  
Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child gets all of the answers right and knows all of his/her multiplication facts.	4
The child gets more answers right than wrong.	3
The child gets more answers wrong than right.	2
The child is not able to figure out the answer.	1



# MULTIPLICATION BASEBALL ASSESSMENT SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Materials needed

- 2 dice
- 9 game markers
- 1 "Multiplication Baseball" game board
- 1 "Baseball Play Sheet"

## Directions

### For each inning:

1. Roll one die to determine the score of Team 1 for that inning.
2. Write the number in the box under that inning below.

### Take turns playing. For each turn:

1. Roll two dice.
2. Write the numbers below.
3. Multiply the two numbers.
4. Use the baseball play sheet to find the play that corresponds to the answer.
5. Move your game marker.
6. Record any plays or outs below.

## Record your equations here:

Turn 1 dice rolled: \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Turn 2 dice rolled: \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Turn 3 dice rolled: \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

**Note:** After three outs remember to start a new inning.

	INNING <b>1</b>	INNING <b>2</b>	INNING <b>3</b>	TOTAL SCORE
<b>TEAM 1 SCORE</b>				
<b>TEAM 2 SCORE</b>				
TEAM 2 OUTS				

# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## PICTURE THIS!

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each pair (or child, if working individually) being assessed will need the "Picture This!" spinner and "Picture This!" cards.
- Each child will need a copy of the Picture This! Assessment Sheet (next page).
- The leader will need a copy of this Picture This! skills assessment page.

### Directions

Once you have played Picture This! (pages 169–173 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and have played other percents games, and your kids know how to play the game, you are ready to assess their understanding of percents.

1. Print a copy of the Picture This! Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be recording their score on a piece of paper instead of using the game board.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)  
How automatic is the skill? Does the child have to think about it or does it come easily?  
What kind of partner is the child? Bossy? Helpful? Not interested?  
Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child understands the difference between tenths and hundredths and successfully completes the game.	4
The child correctly fills in the square using the cards.	3
The child cannot figure out how many squares to fill in for each card.	2
The child is not able to complete the task.	1

# PICTURE THIS! ASSESSMENT SHEET

Name: \_\_\_\_\_

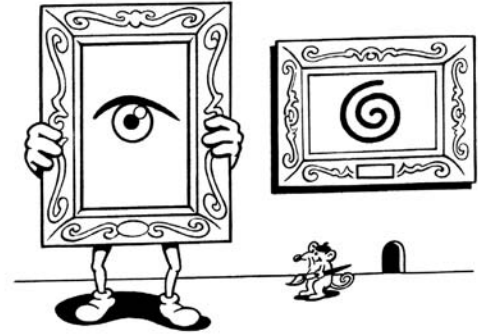
Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Materials needed

- 1 "Picture This!" spinner
- 1 deck of "Picture This!" cards

## Directions

1. Decide fairly who will go first.
2. Place the cards upside down in a pile.
3. Take turns:
  - Picking a card and spinning the spinner to determine what symbol and what percentage you are going to fill in on the game board
  - Filling in as many squares as possible without having any of the same symbols next to each other
4. When the game is complete, write the total percent of filled-in squares at the bottom of the game board.




Total percent filled in: \_\_\_\_\_

# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## TARGET

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each pair (or child, if working individually) being assessed will need a deck of cards with the face cards removed.
- Each child will need a copy of the Target Assessment Sheet (next page).
- The leader will need a copy of this Target skills assessment page.

### Directions

Once you have played Target (pages 125–129 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and other mental math and operations games, and your kids know how to play the game, you are ready to assess their understanding of mental math and operations.

1. Print a copy of the Target Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be recording their score on a piece of paper instead of using the game board.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)  
How automatic is the skill? Does the child have to think about it or does it come easily?  
What kind of partner is the child? Bossy? Helpful? Not interested?  
Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child uses more than two card combinations, more than two operations, and gets the answer right most of the time.	4
The child uses more than two combinations but uses only addition and/or subtraction to reach the target number.	3
The child uses only two card combinations.	2
The child is not able to complete the task.	1

# TARGET ASSESSMENT SHEET

Name: \_\_\_\_\_

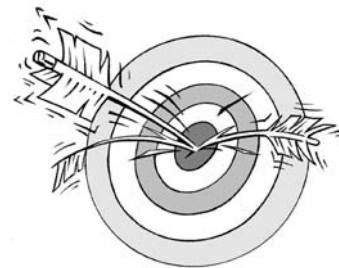
Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Materials needed

- 1 deck of cards with the face cards removed

## Directions

1. Decide who is going to be first and who is going to be the dealer.
2. Place ten cards face up: three rows of three cards, and one card on the side.  
Fill in the numbers below to represent your cards (an ace equals 1).
3. Using each card only once, use multiplication, division, addition, and/or subtraction with the values of least two cards to equal the target number. Record all of the combinations that equal the target number.
4. Cross out the numbers once they have been used.




Target  
Number

Record your equations here:

# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## WACKY CAKES

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each pair (or child, if working individually) being assessed will need a “Wacky Cakes Pans” game board, “Wacky Cakes Pieces,” and a “Wacky Cakes Spinner.”
- Each child will need a copy of the Wacky Cakes Assessment Sheet (next page).
- The leader will need a copy of this Wacky Cakes skills assessment page.

### Directions

Once you have played Wacky Cakes (pages 157–162 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and have played other fractions games, and your kids know how to play the game, you are ready to assess their understanding of adding fractions.

1. Print a copy of the Wacky Cakes Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be recording their score on a piece of paper.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)

How automatic is the skill? Does the child have to think about it or does it come easily?

What kind of partner is the child? Bossy? Helpful? Not interested?

Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child understands equivalent fractions and understands how to use a variety of cake pieces to fill the pans.	4
The child knows what to do if the cake piece spun doesn't fit in the pan or has already been used.	3
The child doesn't know what to do if the cake piece spun doesn't fit in the pan or has already been used.	2
The child is not able to complete the task.	1

# WACKY CAKES ASSESSMENT SHEET

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Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Materials needed

- 1 “Wacky Cakes Pans” game board
- 1 “Wacky Cakes Spinner”
- “Wacky Cakes Pieces”

## Directions

1. Decide fairly who is going to go first.
2. Take turns:
  - Spinning the spinner to determine which size cake piece to take
  - Placing that cake piece on the “Wacky Cakes Pans” game board
  - Marking off how much room it takes and recording the fraction below
  - Trading pieces for equivalent pieces when needed
3. Play until you have filled all three of the wacky cakes.




## Answer these questions:

- If you spin  $\frac{1}{3}$ , but you don't have any  $\frac{1}{3}$  cake pieces left, what could you do?
- Which is smaller,  $\frac{1}{2}$  or  $\frac{1}{3}$ ? How do you know?
- Which is larger,  $\frac{2}{6}$  or  $1\frac{1}{2}$ ? How do you know?

# AFTERSCHOOL KIDZMATH™ SKILLS ASSESSMENT

## WHAT'S MY RULE?

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials

- Each child will need a copy of the What's My Rule? Assessment Sheet (next page).
- The leader will need a copy of this What's My Rule? skills assessment page.

### Directions

Once you have played What's My Rule? (pages 27–31 of the *AfterSchool KidzMath Games Intermediate Leader's Guide*) and have played other number sense games, and your kids know how to play the game, you are ready to assess their understanding of number sense.

1. Print a copy of the What's My Rule? Assessment Sheet (next page) for each child.
2. Explain that this is similar to the *AfterSchool KidzMath* game, but they will be playing the game on a piece of paper.
3. Show them the Assessment Sheet and model what they will be doing.
4. Hand out the materials needed and the Assessment Sheet. This assessment is best to administer to individual children.
5. While the children are playing, take notes in the observation notes box below; after they are finished playing, collect their Assessment Sheets and score their work according to the rubric.

**Note:** The rule is "3 in the tens place."

### Observation notes

What strategies is the child using? (e.g., counting fingers, using mental math, looking for the answer from a partner, etc.)  
How automatic is the skill? Does the child have to think about it or does it come easily?  
What kind of partner is the child? Bossy? Helpful? Not interested?  
Does this child need a more or less challenging game?

### Scoring rubric

INDICATOR	SCORE
The child knows the rule and provides an example and explanation of why the number follows the rule (i.e., the number has a 3 in the tens place).	4
The child knows the rule and provides an example that follows the rule (i.e., the number has a 3 in the tens place).	3
The child doesn't know the rule but has a reasonable idea of the next number to guess and can provide an explanation that makes sense.	2
The child is not able to complete the task.	1



# WHAT'S MY RULE? ASSESSMENT SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Directions

1. Read the information about the rule below.
2. Answer the questions that follow.



Below is what you know about the number so far. The numbers in the "Yes" column follow the rule. The numbers in the "No" column don't follow the rule.

Yes	No
34	43
536	500
31	9
1,438	96

• What do you think the rule is? Write a new number that fits the rule. Explain why the number fits the rule.

• If you don't know the rule, what number would you guess next? Why?

# AFTERSCHOOL KIDZMATH™ QUESTIONNAIRE

The *AfterSchool KidzMath* Questionnaire is intended to give you an idea of how your kids feel about math. You can also find this questionnaire in the appendix section of your *Leader's Guide*.

## WHEN TO USE THIS QUESTIONNAIRE

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You can use this questionnaire at any time during the year. If you want a record of how your children's attitudes have changed, you may want to give the questionnaire at the beginning, middle, and end of the year. After you give the questionnaire the first time, play *AfterSchool KidzMath* games at least twice a week for 3–4 months with the same group of children before giving the questionnaire again. If you decide to compare the results, be sure that you assessed the same children both times.

## HOW TO USE THIS QUESTIONNAIRE

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This tool can be used in a variety of ways. Here are some ideas:

- You can use the questionnaire with a group of children. Gather the children together, read a question, read the responses, and have the children raise their hands to choose their response. When doing this with the group, choose the answer that indicates how the majority of the group feels. (For example, if you have ten children in the group and eight say they enjoy math, you would mark the response “a lot” for the first question.)
- Have each child complete the questionnaire to learn about how each one views his or her skills. Fluent readers (usually in grades 4–6) can fill out the questionnaire on their own. For less fluent readers (usually grade 3 and below), read the questions and responses aloud as the children follow along with you and mark their choices. Have very young children or children with special needs answer verbally or point to the picture that shows their responses. In this case, you may need to work with only one or two children at a time.
- You can use the questionnaire with just some of the children. You may want to know how a particular group of children sees themselves. Or you may want an overview of the group. To get a balanced view, pick some children who work well with others, some doing well in math, some with average skills, and some children who are struggling.
- If you use the questionnaire as a pre- and posttest, use the scoring rubric on page 21 to score each child's response. Note that the rubric is for the leader to complete, not the children.

In any case, after giving the questionnaire, talk about it with the children. Use questions like:

- What did you learn about yourself from this questionnaire?
- What does this questionnaire tell you that you might work on?
- How can we help one another work even better together?

# AFTERSCHOOL KIDZMATH™ QUESTIONNAIRE



These questions will help us understand how you think and feel about mathematics and about working with others. Read or listen to each question. Mark the picture that shows your answer. If you are not sure of which answer to pick, choose the one that is closest to how you think or feel.

Date: \_\_\_\_\_ Grade level(s): \_\_\_\_\_



Child's/children's name(s): \_\_\_\_\_

Leader's name: \_\_\_\_\_




How much do you enjoy math?

<b>Not at all</b> 	<b>A little</b> 	<b>A lot</b> 
--	--	---

How good are you at math?

<b>Not very good</b> 	<b>So-so</b> 	<b>Very good</b> 
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How good are you at multiplication?

<b>Not very good</b> 	<b>So-so</b> 	<b>Very good</b> 
---	---	---



How good are you at division?

<b>Not very good</b> 	<b>So-so</b> 	<b>Very good</b> 
---	---	---




How well do you understand fractions?

<b>Not very well</b> 	<b>So-so</b> 	<b>Very well</b> 
---	---	---




How well do you work in a group?

<b>Not very well</b> 	<b>So-so</b> 	<b>Very well</b> 
--	--	--




When you work in a group, how good are you at asking others what they think before making a decision?

<b>Not very good</b> 	<b>So-so</b> 	<b>Very good</b> 
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How comfortable do you feel asking other children to help you if you need help?

<b>Not very comfortable</b> 	<b>So-so</b> 	<b>Very comfortable</b> 
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How good are you at helping others without just telling them the answer?




<p><b>Not very good</b></p> 	<p><b>So-so</b></p> 	<p><b>Very good</b></p> 
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How good are you at taking care of the materials (like games and balls) at our site?

<p><b>Not very good</b></p> 	<p><b>So-so</b></p> 	<p><b>Very good</b></p> 
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**Scoring rubric**

INDICATOR		SCORE
Most answers	<p><b>Very well</b></p> 	3
Most answers	<p><b>So-so</b></p> 	2
Most answers	<p><b>Not very well</b></p> 	1