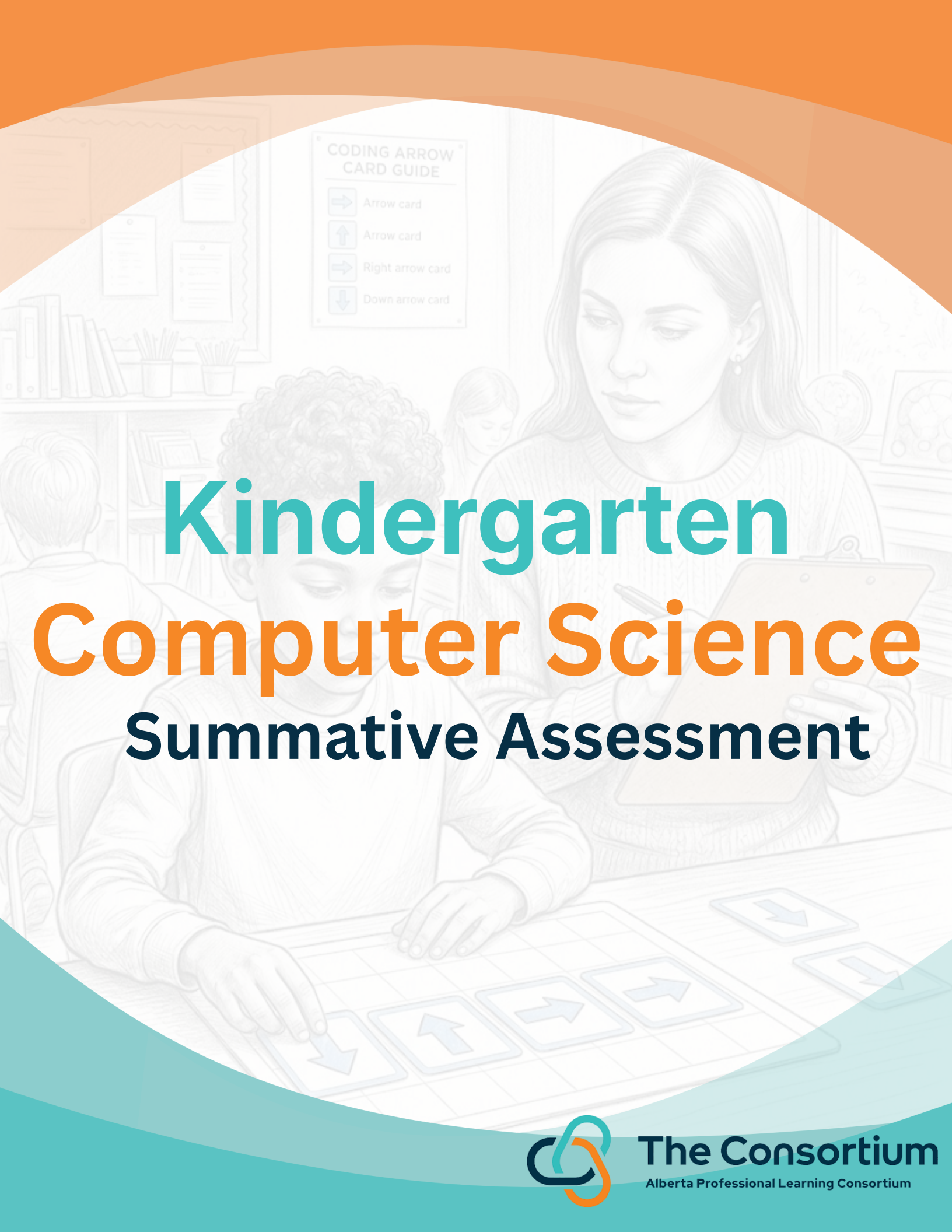




The background illustration shows a kindergarten classroom. A teacher is standing and holding a clipboard, observing a group of children. One child is sitting at a table, placing arrow cards on a grid. Another child is standing nearby. In the background, there are bookshelves, a bulletin board, and a 'CODING ARROW CARD GUIDE' poster. The poster lists four types of cards: 'Arrow card' (right arrow), 'Arrow card' (up arrow), 'Right arrow card' (right arrow), and 'Down arrow card' (down arrow). The title 'Kindergarten Computer Science Summative Assessment' is overlaid on the illustration.

Kindergarten Computer Science Summative Assessment



The Consortium
Alberta Professional Learning Consortium

Kindergarten CS: Observation Checklist

Student Name:

Date:

Skills	Met?	Teacher Notes / Evidence
Instruction Recognition		
Matches a physical action to a spoken instruction.	☐	
Matches a physical action to a picture or gesture.	☐	
Task Completion		
Follows a sequence of two steps to finish a task.	☐	
Engages in activities that involve instructions at home/school.	☐	
Logic & Sequencing		
Identifies if an action does not match the instruction.	☐	
Notices a difference in the outcome when the order of two steps is flipped.	☐	
Communication		
Can verbally tell a peer a 2-step sequence for a purpose.	☐	
Safety Awareness		
Identifies specific instructions that help keep them safe.	☐	

Student Name: _____

Teacher Guide: Kindergarten Computer Science Assessment

This guide provides the answer key and instructional support for administering the Super Solver: The Instruction Challenge.

Part 1: Matching Actions

Goal: Assess the student's ability to recognize verbal/visual instructions.

Teacher Instruction

Read each command clearly and slowly to the class. Allow 10 seconds between commands for students to mark their choice.

Instruction	Expected Answer	Skill Observed
"Hands on Head"	Choice B (Child with hands on head)	☐
"Quiet Please"	Choice A (Child finger to lips)	☐
"Line Up"	Choice A (Children in a row)	☐

Part 2: Step-by-Step

Goal: Evaluate if the student can follow a precise 2-step sequence.

Teacher Instruction

Demonstrate the process on the whiteboard first. Then, ask students to complete the drawing independently.

- **Step 1:** The student draws a circle in the center of the box.
- **Step 2:** The student draws exactly (or approximately) five petals around that circle.
- **Success Indicator:** Both steps are followed in the correct order. If they draw the petals first or forget the circle, they are struggling with sequencing.

Part 3: Does the Order Matter?

Goal: Determine if the student understands that the order of steps (algorithms) is critical.

Teacher Instruction

Use this section as a Think-Pair-Share activity. Have students talk to a neighbor about what would happen if they put shoes on before socks.

- **Correct Answer: Option A** (Socks then Shoes).
- **Discussion Point:** If a student chooses Option B, ask them to explain why. This identifies if they understand "debugging" or fixing a sequence that doesn't work.

Part 4: Safety First

Goal: Identify safety-related instructions.

Teacher Instruction

Briefly discuss the concept of "rules" in computer science—programs are just rules we give a computer to keep it working safely.

- **Correct Answer: Stop Sign.**
- **Instructional Note:** Remind students that symbols, like a stop sign, are visual "code" that tell us what to do to stay safe.

Part 5: Peer Communication

Goal: Summative assessment of Lesson 5 goals: "Communicate a sequence of two steps for a given purpose".

Teacher Instruction

Pair students with similar ability levels. Circulate the room to ensure the "Programmer" is giving distinct, actionable steps rather than vague commands.

- **Teacher Action:** Observe students in pairs. One acts as the "Programmer" and the other as the "Robot."
- **Success Criteria:**
 - a. The Programmer gives two distinct steps (e.g., "Put on your coat, then zip it up").
 - b. The Robot follows the steps.
 - c. The Programmer verifies if the goal was met.

Scoring Rubric & Notes

Skill Observed	Mastery (3)	Progressing (2)	Emerging (1)
Recognizes Instructions	Identifies all 3 matching actions correctly.	Identifies 1–2 actions correctly.	Unable to match visual to verbal.
Follows 2-Step Sequence	Completes drawing with both steps in order.	Completes 1 step or reverses order.	Unable to follow drawn instructions.
Identifies Safety	Correctly identifies the Stop Sign.	N/A	Chooses non-safety images.
Peer Communication	Clearly communicates 2 steps to a partner.	Communicates 1 step clearly.	Struggles to give verbal directions.

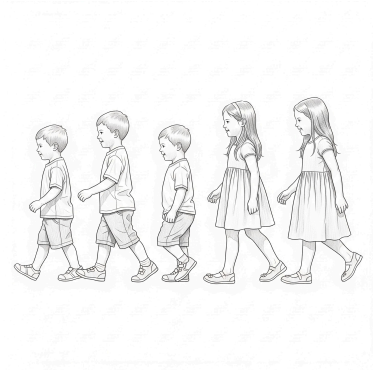
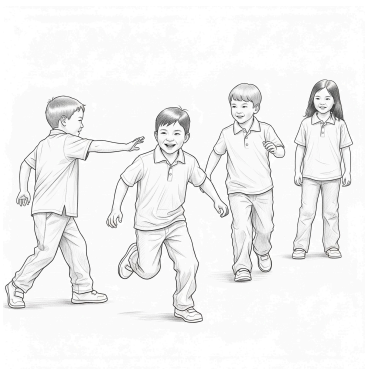
Teacher Recommendation: Use the "Teacher Assessment Notes" section on the student page to record specific "bugs" or successes observed during the Partner Programming activity in Lesson 5.

Student Name: _____

Super Solver: The Instruction Challenge

Part 1: Matching Actions

Teacher: "Look at the picture on the left. Circle the action that matches the instruction I say."

Instruction	Choice A	Choice B
"Hands on Head"		
"Quiet Please"		
"Line Up"		

Student Name: _____

Part 2: Step-by-Step

Teacher: "Instructions often have two steps. Let's follow these two steps to draw a flower."

1. **Step 1:** Draw a circle in the box below.
2. **Step 2:** Draw five petals around the circle.

Your Drawing

Part 3: Does the Order Matter?

Teacher: "Think about putting on your shoes and socks. What happens if you change the order?"

- A - Put on socks, then put on shoes.
- B - Put on shoes, then put on socks.

Circle the one that works best:

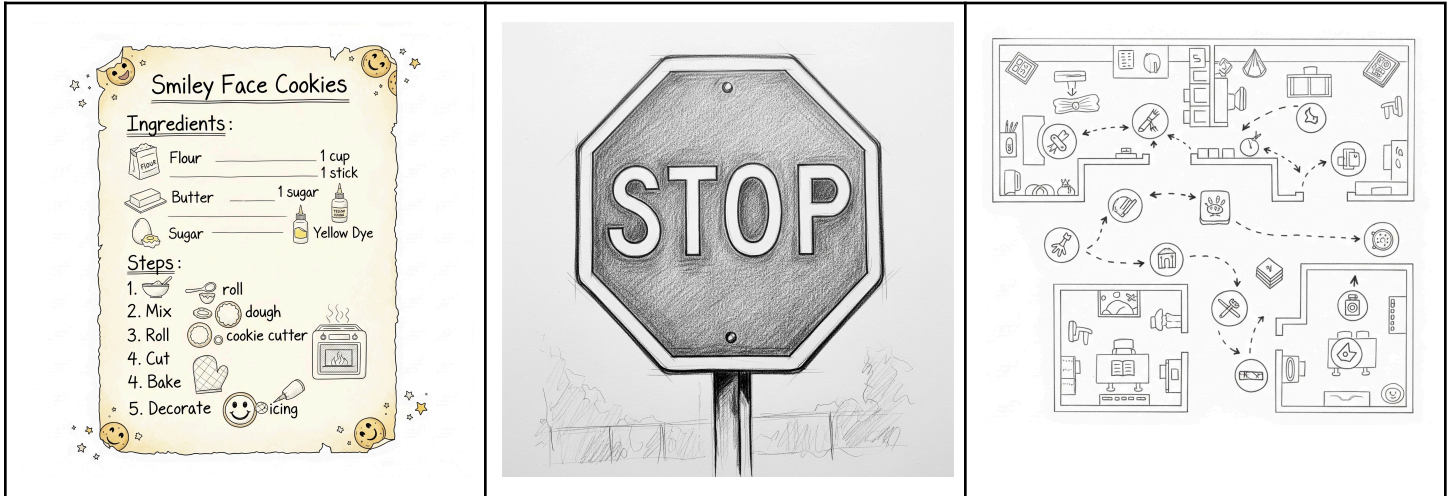
A B

Student Name: _____

Part 4: Safety First

Teacher: "Some instructions keep us safe. Circle the picture that shows a safety instruction."

- (Picture of a Stop Sign)
- (Picture of a Blue Crayon)
- (Picture of a Happy Face)



Part 5: Peer Communication

Teacher: "Tell your partner two steps for how to get ready to go outside for recess. Did they understand your instructions?"

- ☐ Yes, they followed the steps.
- ☐ No, they were confused.

Student Name: _____

Teacher Assessment Notes

Skill Observed	Evidence / Notes
Recognizes instructions (verbal/visual)	
Follows 2-step sequence	
Identifies safety instructions	
Understands sequencing/order	