

Kindergarten Assessments and Scoring Checklists, Common Core State Standards

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Yearlong Interview (Fall, Winter, Spring) No Baseline

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Kindergarten: CCSS Assessment Map

	August/Sept. Sess. 1–19 Shapes	October Sess. 20–33 Bugs	November Sess. 34–47 Butterflies	December Sess. 48–56 Ladybugs & Pennies	January Sess. 57–71 New Games	February Sess. 72–83 Sea Critters	March Sess. 84–94 Frogs & Toads	April Sess. 95–107 More Games	May/June Sess. 108–121 Story Problems
Yearlong Skills Assessment		Begin administering Yearlong Skills Assessment to individuals in October with the goal of getting through the entire class mid to late November. Start with the students who seem the most solid in their math skills; conclude with the students about whom you are most concerned. Move this time-table back to start in late September if report cards go out in early November.	In December, and again in January recheck students who scored less than 50% on the Yearlong Skills Assessment. Tasks 1 & 3 in the fall ON JUST THOSE 2 TASKS.	Begin administering Yearlong Skills Assessment to individuals in February with the goal of getting through the entire class mid to late March. Start with the students who seem the most solid in their math skills; conclude with the students about whom you are most concerned. Move this time-table back to start in late January if report cards go out in early March.	Begin administering Yearlong Skills Assessment to individuals in April with the goal of getting through the entire class mid to late May. Start with the students who seem the most solid in their math skills; conclude with the students about whom you are most concerned.				

Kindergarten Yearlong Skills Assessment: Instructions to the Teacher

Overview

Three times during the school year, starting in October, teachers conduct an individual interview with each student. The interview tasks address key kindergarten numeracy and computation skills that are difficult, if not impossible, to assess in any form other than individual interview. While some of the tasks vary from one assessment period to the next, the instructions in this document remain the same throughout the year.

Timing

- Fall: October & November
- Winter: February & March
- Spring: April & May

Common Core Skills

- count to 100 by ones (K.CC.1)
- count forward from a given number, rather than starting at 1 (K.CC.2)
- count up to 20 objects using 1:1 correspondence (K.CC.4, K.CC.5)
- identify whether the number of objects in one group is greater than, less than, or equation to the number of objects in another group for groups of up to 10 objects (K.CC.6)
- represent addition and subtraction with objects (K.OA.1)
- solve addition and subtraction story problems (K.OA.2)
- decompose numbers less than 10 into pairs in more than one way (K.OA.3)
- for any number from 1 to 9, give the number that makes 10 when added to that number (K.OA.4)
- identify, name, and describe circles, triangles, rectangles, squares (K.G.2, K.G.4)

You'll need

- Kindergarten Yearlong Skills Assessment Record Sheet, sheets 1–6 (run a set, back-to-back, for each student; you will use the same sheets throughout the entire school year)
- Kindergarten Yearlong Skills Assessment Class Checklist (run several copies; you will use the same copies of the checklist through the entire school year)
- 30 Unifix cubes (10 red, 10 blue, 10 green)
- 5-frame and 10-frame cards (run 1 copy of each sheet found at the end of these instructions; cut the cards apart and laminate if desired)
- Ocean and Pond story boards (run 1 copy of each of the story board sheets found at the end of these instructions; needed for Winter & Spring interviews only)
- 10 sea creatures and 10 frogs (from the K Bridges kit; needed for Winter & Spring interviews only)

Kindergarten Yearlong Skills Assessment: Introduction

The Kindergarten Yearlong Skills Assessment includes 8 interview tasks. Each task is described on the Assessment Record Sheet, accompanied by a list of materials, prompts, notes, and boxes in which to record a student's responses through the year. In some cases, such as the example shown at the top of the next page, the task remains the same throughout the year. Once students have reached the target stated on the sheet, there is no need to retest them. For example, a few of your students may already be able to rote count forward by 1's to 100 in September. You will mark this on the Record Sheet in the Fall box directly below the task. When you conduct the

interview with the same student in the winter, you will not administer this task again unless you are concerned that the child may not have retained the same skill level. For many students, however, you will need to re-visit the task during all three assessment periods because the target reflects a degree of proficiency most children don't reach until later in the school year.

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 1 of 6			
Student's Name _____		Assessment Dates _____	
		Fall	Winter Spring
You will need: • 30 Unifix cubes, 10 red, 10 blue, 10 green • 5 frames and 10 frames (see attached blacklines) • Story Boards (see attached blacklines) • 10 sea creatures & 10 frogs from the Bridges Kit			
Task 1: Rote Counting to 100			
Materials: NONE Prompt A: <i>How high do you think you can count?</i> Prompt B: <i>Please start at 1 and count for me.</i>		Notes: • If the student stops counting before he/she reaches 100 ask, "Can you keep going?" • Record the last number counted correctly. • Stop the student when he/she reaches 100.	
Fall	Winter	Spring	
Student's prediction about how high he/she can count: _____	Student's prediction about how high he/she can count: _____	Student's prediction about how high he/she can count: _____	
Student counts by rote accurately to _____	Student counts by rote accurately to _____	Student counts by rote accurately to _____	
Comments: _____	Comments: _____	Comments: _____	

While some of the tasks remain the same throughout the year, others change to reflect growing skill levels among kindergartners. In Task 6, shown below, students are asked to examine the dots displayed on several different 5-frame cards in the fall, and tell how many more dots are needed to make 5. This task is repeated in the winter and again in the spring, but students are shown a set of 10-cards and asked to tell how many more dots are needed to make 10.

Task 6: Tells How Many More Are Needed to Make Five and Ten		
Materials: Five Frame Cards (4 cards, in random order), Ten Frame Cards (9 cards, in random order) Fall Prompt A: <i>Show student one of the 5-frame cards and ask, "How many dots do you see?"</i> Fall Prompt B: <i>How many more to make 5?</i> Winter/Spring Prompt A: <i>Show student one of the 10-frame cards and ask, "How many dots do you see?"</i> Winter/Spring Prompt B: <i>How many more to make 10?</i>		
Notes: • If a student is unable to tell how many more are needed to make 5 during fall testing, recheck in the winter, and again in the spring if needed. • If the student has to count the dots on the 5-frame or the 10-frame one by one in response to the first prompt, that's fine. (You might make note of students who are able to use strategies more efficient than 1-by-1 counting to determine how many dots there are on the card, i.e., instant recognition, counting on from 5, adding the quantities in the top and bottom rows, and so on.)		
Fall (to 5)	Winter (to 10)	Spring (10)
Circle the numbers for which the student is quickly able to tell you how many more are needed to make 5 (without resorting to counting the empty boxes 1 by 1, or using other laborious counting strategies).	Circle the numbers for which the student is quickly able to tell you how many more are needed to make 10 (without resorting to counting the empty boxes 1 by 1, or using other laborious counting strategies).	Circle the numbers for which the student is quickly able to tell you how many more are needed to make 10 (without resorting to counting the empty boxes 1 by 1, or using other laborious counting strategies).
1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9

Interview task 8, which involves modeling and solving story problems (shown below) is only conducted during the winter, and spring, as it is not appropriate for most kindergartners in the fall.

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 6 of 6 Student's Name _____	
Task 8: Modeling and Telling Addition & Subtraction Problems (WINTER AND SPRING ONLY)	
• Show student the storyboard and the counters (ocean & sea creatures in the winter; pond & frogs in the spring). Spend a minute discussing the board and the counters with the student. Allow him/her to move the counters around the board. • Pose each of the problems below. Ask student to use the storyboard and counters to model and solve each problem. Record student's responses.	
Winter	Spring
1. There were 3 sea creatures swimming around in the ocean. 2 more sea creatures came along. How many sea creatures were there in all? ____ Student models and solves accurately.	1. There were 6 frogs having fun in the pond. 4 more frogs came along and jumped in. How many frogs are there in the pond now? ____ Student models and solves accurately.
2. There were 6 sea creatures swimming in the ocean. Then 2 of the sea creatures got scared and swam away. How many sea creatures were left? ____ Student models and solves accurately.	2. Ten frogs were playing in the pond. Five of them had to go home. How many frogs were left in the pond? ____ Student models and solves accurately.

Yearlong Skills Assessment: Tracking the Class as a Whole

A class checklist has been included so you can record and track students' progress over the course of the year more easily (first part of page 1 is shown below). The checklist is 3 pages long, and provides scoring and support advice, as well as space to summarize results for 6 students. If you have 24 students, you will want to run 4 copies of the 3-page document to use throughout the year. As you'll see when you look at the full-sized copy of the checklist included in this collection, the scoring changes on many tasks from one assessment period to the next, reflecting higher expectations through the year.

Kindergarten Yearlong Skills Assessment Class Checklist				Students' Names						
Note: This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Re-mark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those students the maximum number of points for that item through the rest of the year. For example, if a student is able to count to 100 in the fall and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.				Support & Development Resources K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1Q, 2A, 2C, 2D, 2F, 2H, 2L						
Item	CCSS	Points Possible								
1 FALL: Counts forward by rote to 100	K.CC.1	0 pts: between 0 and 11 OR 1 pt: to 12 OR 2 pts: to 20 OR 3 pts: to 33 OR 4 pts: to 100								
1 WINTER: Counts forward by rote to 100	K.CC.1	0 pts: between 0 and 19 OR 1 pt: to 20 OR 2 pts: to 33 OR 3 pts: to 66 OR 4 pts: to 100								
1 SPRING: Counts forward by rote to 100	K.CC.1	0 pts: between 0 and 32 OR 1 pt: to 33 OR 2 pts: to 66 OR 3 pts: to 100 OR 4 pts: past 100								

The scoring suggested on the checklist is designed to help you track your students' progress with respect to the Common Core State Standards for kindergarten.

The point total for the fall assessment period is 27. The total for the winter and spring assessments is 38 points in each case. Students scoring 75 – 100% (or 21–27 points in the fall; 29–38 points in the winter and spring) are considered to be “meeting standard.” Students scoring 50 – 74% (14–20 points in the fall; 19–28 points in the winter and spring) are considered to be “approaching standard.” Students scoring 25 – 49% (7–13 points in the fall; 10–18 points in the winter and spring) are designated as “strategic.” Students who score in this range consistently may be eligible for Title I or RTI Tier 2 support. Students scoring less than 25% (6 points or less in the fall; 9 points or less in the winter and spring) are designated as “intensive,” and may be candidates for Special Ed or Tier 3 support. Students' performance on these interview tasks, if conducted and scored in a consistent manner from one teacher to the next in a building or district, may provide useful material to share and discuss in grade level groups, professional learning communities, or building screening committees in some cases. Note too, that the class checklists includes support materials for each skill, in many cases drawn from kindergarten resources available for free download from the Math Learning Center web site.

Yearlong Skills Interview: Helpful Hints

There is no question that conducting individual interviews is as time-consuming as it is informative and rewarding. Here are some helpful hints:

- Run a copy of the Yearlong Skills Assessment Record Sheet for each student and file in an accessible location before or within the first few days of your school start date.

- Run as many copies of the Yearlong Skills Assessment Class Checklist as you will need to accommodate all of your students. Label them ahead of time with students' names.
- Gather the materials listed on the You'll Needs list on page 1 of this document and store them in a single container (tub, basket, re-sealable plastic bag, etc.) If you will have help from other adults, put together an "assessment pack" for each.
- Train two or three other adults to conduct the first 3 interview tasks. All of these tasks involve counting of one sort or another. While it takes patience and a little practice to conduct each task, none of them requires a high level of skill on the part of the adult. Consider soliciting help from parent helpers, paraprofessionals, office or custodial help, and/or resource room teachers.
- If you have no source of outside help whatsoever, take the first couple of weeks of school to establish tight and consistent expectations during Work Places and other independent work times. You might even consider introducing the idea that when you are wearing a particular brightly colored hat – your assessment hat – that means you're working with one child and are not to be bothered. If you can establish routines that enable children to work with relative independence during the first few weeks, you may be able to conduct interviews during Work Places, seatwork or choosing time, recess, and specials (library, music, PE, and so on) with the permission of cooperating teachers.
- Remember that you don't have to conduct all the tasks in a single sitting with a particular child. In fact, it may be easier and more desirable to conduct a single task or a couple of tasks, such as counting forward to 100, with all the students over a period of days, and then sweep through the class again with another task or two.
- It will save you a fair amount of time if you explain the assessment tasks to the students ahead of time. They need and deserve to know that sometime within a several week period, someone (you or another adult) will be asking them to count and do other math-related tasks. Explain that it will help you do your best job of teaching to know what each student in class can (and cannot) do right now. This is particularly true of task 7, which involve showing and hiding cubes to assess students' skills at composing and decomposing numbers to 5 and beyond. Modeling this task as described on page 5 of the Assessment Record Sheet with the class several times or more will save you from having to explain and model the task anew with every individual.
- Remember that you won't have to assess every student on every task three times over the course of the year. As soon as a student reaches the desired target for a particular task, that's it. You don't have to re-administer that particular task to that particular student again. The first time you conduct the interviews, you will only administer 7 of the 8 tasks. If you can get other adults to conduct the first 3, that leaves you with 4 to do on your own during October and November. The chart below summarizes the interview tasks, targets, and timing through the school year. The starred items indicate tasks that you should administer personally.

Assessment Task	Target(s)	Fall	Winter	Spring
1. Rote Counting to 100	• Count forward by 1's to 100	√	√	√
2. Count Forward from a Number Other than 1	• Count to several targets within 20 starting with numbers other than 1	√	√	√
3. One-to-One Correspondence	• Count up to 20 objects • Count 20 objects out of a larger set	√	√	√
* 4. Naming & Describing Shapes	• Identify, name, and describe circles, triangles, rectangles, and squares	√	√	√
* 5. Comparing Sets	• Compare 2 sets of up to 10 objects; identify which set is greater, which set is less	√	√	√
* 6. Tell How Many More are Needed to Make 5 and to Make 10	• Given a set of 5-frame (or 10-frame) cards, each showing a different number of dots, tell how many more dots would be needed to make 5 (or 10), without counting the empty boxes one by one	√	√	√
* 7. Composing & Decomposing Numbers to 5 and beyond	• Fluently compose and decompose numbers to 5 and beyond	√	√	√
* 8. Modeling & Telling Addition & Subtraction Problems	• model and solve addition and subtraction using objects		√	√

Note: If a student passes a task such as counting to 100 in the fall, carry the score over to the winter and spring columns on the scoring checklist. In other words, once a child has passed an assessment, he or she is awarded full points for the item during succeeding assessment periods.

5-Frame Cards for K Yearlong Skills Assessment (Run 1 copy on cardstock, cut cards apart, laminate if desired.)

				
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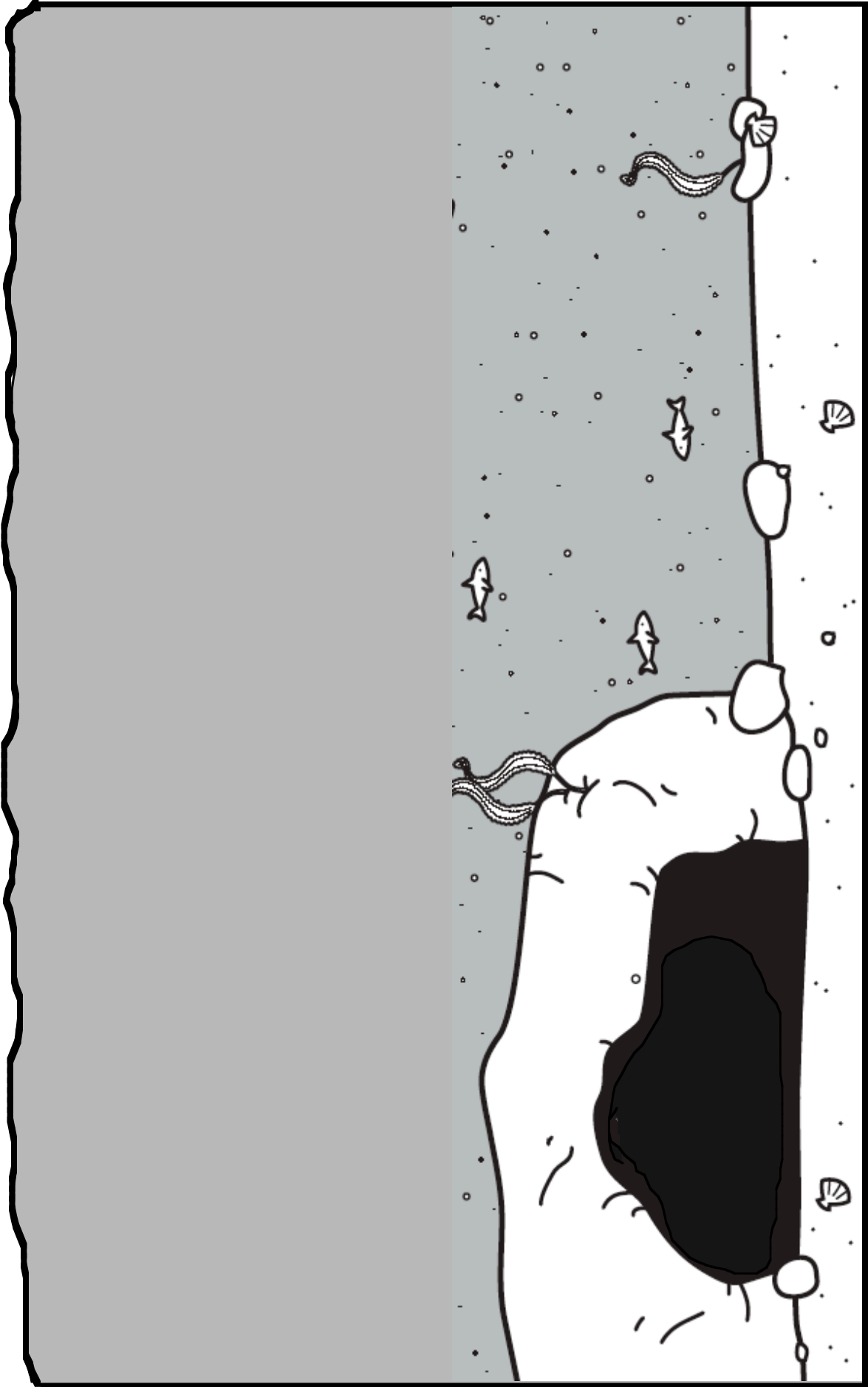
				
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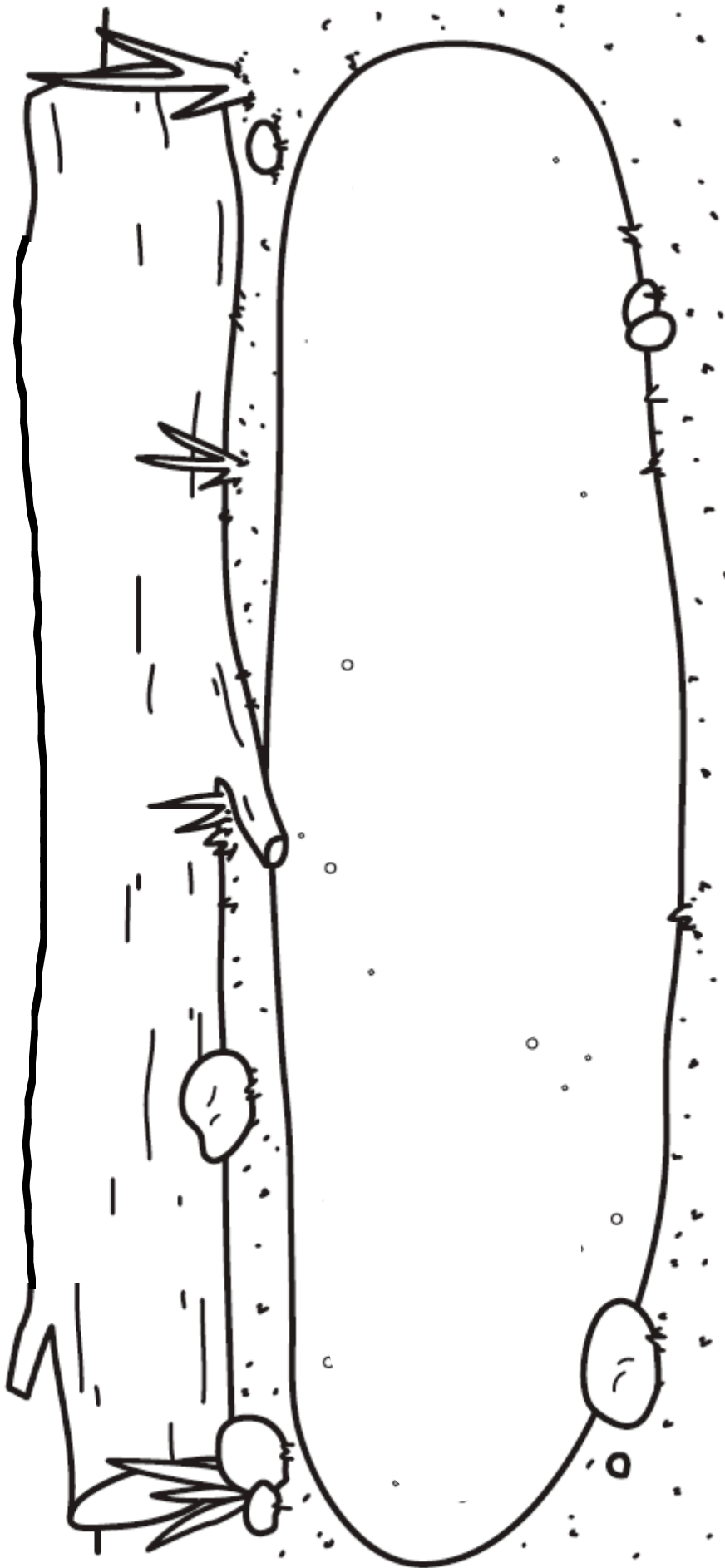
10-Frame Cards for K Yearlong Skills Assessment (Run 1 copy on cardstock, cut cards apart, laminate if desired.)

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Ocean Story Board



Pond Story Board



Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 1 of 6

Student's Name _____

Assessment Dates _____

Fall _____ Winter _____ Spring _____

You will need: • 30 Unifix cubes, 10 red, 10 blue, 10 green • 5 frames and 10 frames (see attached blacklines)

• Story Boards (see attached blacklines) • 10 sea creatures & 10 frogs from the Bridges Kit

Task 1: Rote Counting to 100			
Materials: NONE		Notes: • If the student stops counting before he/she reaches 100 ask, “Can you keep going?”	
Prompt A: <i>How high do you think you can count?</i>		• Record the last number counted correctly.	
Prompt B: <i>Please start at 1 and count for me.</i>		• Stop the student when he/she reaches 100.	
Fall	Winter	Spring	
Student’s prediction about how high he/she can count: _____	Student’s prediction about how high he/she can count: _____	Student’s prediction about how high he/she can count: _____	
Student counts by rote accurately to _____	Student counts by rote accurately to _____	Student counts by rote accurately to _____	
Comments: _____	Comments: _____	Comments: _____	
Task 2: Count forward beginning from a given number within the known sequence instead of having to begin at 1			
Materials: NONE		Notes:	
Fall Prompt (Practice): <i>I am going to start counting and then stop. When I stop, you get to keep on going. Let’s practice. Ready? 1, 2, 3.... What comes next?</i>		• The fall prompt gives students what is called a “running start” because the person doing the interview starts the count and asks the student to continue the count.	
<i>Four? You’re right! Keep on going until you get to 10.</i>		• The winter and spring prompts do not offer a “running start,” but instead ask the student to start counting forward from a number other than 1.	
Prompt A: 3, 4, 5...What comes next? Keep on going until you get to 10.		• If the student is unable to continue counting forward, given a running start, in the fall, retest this skill in the winter (and again in the spring if necessary) before moving on to the harder task of counting forward without a running start.	
Prompt B: 8, 9, 10... What comes next? Keep on going until you get to 15.			
Prompt C: 12, 13, 14... What comes next? Keep on going until you get to 20.			
Winter & Spring Prompt (Practice): <i>I’m going to give you a number and ask you to keep counting. Ready? 5... What comes next? Six? You’re right! Keep on counting until you get to 10.</i>			
Prompt A: <i>Start with 3 and keep counting until you get to 10.</i>			
Prompt B: <i>Start with 8 and keep counting until you get to 15.</i>			
Prompt C: <i>Start with 12 and keep counting until you get to 20.</i>			
Fall	Winter	Spring	
For each prompt, A, B, and C, check the behaviors that apply:	For each prompt, A, B, and C, check the behaviors that apply:	For each prompt, A, B, and C, check the behaviors that apply:	
• Student cannot give the number that comes next, and is stuck. ____ A ____ B ____ C	• Student cannot give the number that comes next, and is stuck. ____ A ____ B ____ C	• Student cannot give the number that comes next, and is stuck. ____ A ____ B ____ C	
• Student has to fall back to 1 to perform the task. ____ A ____ B ____ C	• Student has to fall back to 1 to perform the task. ____ A ____ B ____ C	• Student has to fall back to 1 to perform the task. ____ A ____ B ____ C	
• Student continues the count but falters before target number is reached. ____ A ____ B ____ C	• Student counts on from the given number but falters before target number is reached. ____ A ____ B ____ C	• Student counts on from the given number but falters before target number is reached. ____ A ____ B ____ C	
• Student continues the count and reaches the target number successfully. ____ A ____ B ____ C	• Student counts on from the given number and reaches the target number successfully. ____ A ____ B ____ C	• Student counts on from the given number and reaches the target number successfully. ____ A ____ B ____ C	

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 2 of 6

Student's Name _____

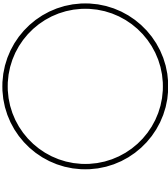
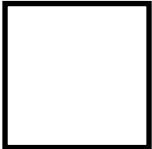
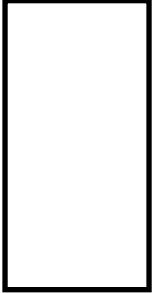
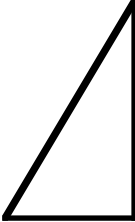
Task 3: One to One Correspondence		
Fall (to 10)	Winter (to 20)	Spring (to 20 out of a larger set)
Set out 10 Unifix cubes in a row. Prompt A: <i>Please count these cubes.</i> Prompt B: (When the student has finished counting) <i>How many cubes did you just count?</i> The student can count _____ cubes accurately. Tracking methods (check one or more that apply) Student: _____ appears to have no way to track the counting process. _____ touches the cubes as he/she counts them. _____ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. _____ moves the cubes one by one to keep track of which have been counted. _____ groups the cubes in some way before or during counting. Does the student skip numbers in the sequence while maintaining 1 to 1 correspondence? Does the student name the last number as the quantity of the collection without having to count them again when you ask how many there are? Other observations:	Set out 20 Unifix cubes in two rows of ten. Prompt A: <i>Please count these cubes.</i> Prompt B: (When the student has finished counting) <i>How many cubes did you just count?</i> The student can count _____ cubes accurately. Tracking methods (check one or more that apply) Student: _____ appears to have no way to track the counting process. _____ touches the cubes as he/she counts them. _____ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. _____ moves the cubes one by one to keep track of which have been counted. _____ groups the cubes in some way before or during counting. Does the student skip numbers in the sequence while maintaining 1 to 1 correspondence? Does the student name the last number as the quantity of the collection without having to count them again when you ask how many there are? Other observations:	Set out 30 or more Unifix cubes in a pile. Prompt A: <i>Please count these cubes.</i> Prompt B: (When the student has finished counting) <i>How many cubes did you just count?</i> The student can count _____ cubes out of a larger set accurately. Tracking methods (check one or more that apply) Student: _____ appears to have no way to track the counting process. _____ touches the cubes as he/she counts them. _____ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. _____ moves the cubes one by one to keep track of which have been counted. _____ groups the cubes in some way before or during counting. Does the student skip numbers in the sequence while maintaining 1 to 1 correspondence? Does the student name the last number as the quantity of the collection without having to count them again when you ask how many there are? Other observations:

Task 4: Naming and Describing Shapes

Show student the 4 shapes at the top of the next page, one by one. For each, ask: *Which shape is this? How do you know?*

Notes:

- Recheck shape names as needed in the winter and spring.
- Even if a student is able to describe each shape in the fall, ask him/her to repeat the task each assessment period to check for progress in levels of geometric thinking. Students will generally describe shapes in terms of what they look like early in the kindergarten year (i.e., I know it's a rectangle because it looks like a piece of paper). Some kindergartners may begin to describe shapes in terms of their properties later in the school year (i.e., I know it's a rectangle because it has 2 long sides and 2 short sides, or because it has 4 straight sides and 4 corners).

			
Fall	Winter		Spring
Student's Responses Circle (Name & Description):	Student's Responses Circle (Name & Description):		Student's Responses Circle (Name & Description):
Square (Name & Description):	Square (Name & Description):		Square (Name & Description):
Rectangle (Name & Description):	Rectangle (Name & Description):		Rectangle (Name & Description):
Triangle (Name & Description):	Triangle (Name & Description):		Triangle (Name & Description):

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 4 of 6 Student's Name _____

Task 5: Comparing Sets		
Set out piles of Unifix cubes in the quantities described below. (Make sure to set out the 2 piles well apart from each other.) Prompt A: <i>Which group has more?</i> Prompt B: <i>How do you know?</i> Prompt C (Winter & Spring only): <i>Which group has less?</i> Prompt D (Winter & Spring only): <i>How do you know?</i>	Notes: • Note that this task is slightly different in the winter than in the fall. Recheck in the spring as needed.	
Fall	Winter	Spring
Set out a pile of 6 blue cubes and a pile of 4 red cubes. Student's response to prompt A: Student's response to prompt B:	Set out a pile of 8 blue cubes and a pile of 5 red cubes. Student's response to prompt A: Student's response to prompt B: Set out a pile of 7 blue cubes and pile of 3 red cubes. Student's response to prompt C: Student's response to prompt D:	Set out a pile of 10 blue cubes and a pile of 8 red cubes. Student's response to prompt A: Student's response to prompt B: Set out a pile of 10 blue cubes and 7 green triangle pattern blocks. Student's response to prompt C: Student's response to prompt D:

Task 6: Tells How Many More Are Needed to Make Five and Ten		
Materials: Five Frame Cards (4 cards, in random order), Ten Frame Cards (9 cards, in random order) Fall Prompt A: <i>Show student one of the 5-frame cards and ask, "How many dots do you see?"</i> Fall Prompt B: <i>How many more to make 5?</i> Winter/Spring Prompt A: <i>Show student one of the 10-frame cards and ask, "How many dots do you see?"</i> Winter/Spring Prompt B: <i>How many more to make 10?</i>	Notes: • If a student is unable to tell how many more are needed to make 5 during fall testing, recheck in the winter, and again in the spring if needed. • If the student has to count the dots on the 5-frame or the 10-frame one by one in response to the first prompt, that's fine. (You might make note of students who are able to use strategies more efficient than 1-by-1 counting to determine how many dots there are on the card, i.e., instant recognition, counting on from 5, adding the quantities in the top and bottom rows, and so on.)	
Fall (to 5)	Winter (to 10)	Spring (10)
Circle the numbers for which the student is quickly able to tell you how many more are needed to make 5 (without resorting to counting the empty boxes 1 by 1, or using other laborious counting strategies).	Circle the numbers for which the student is quickly able to tell you how many more are needed to make 10 (without resorting to counting the empty boxes 1 by 1, or using other laborious counting strategies).	Circle the numbers for which the student is quickly able to tell you how many more are needed to make 10 (without resorting to counting the empty boxes 1 by 1, or using other laborious counting strategies).
1 2 3 4	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 5 of 6 Student's Name _____

Task 7: Composing & Decomposing Numbers to 5 and beyond/Readiness for Fact Fluency		
Ask the student to place 5 cubes in your hand. Then ask him/her to confirm the quantity verbally. (Does he/she need to recount the cubes, or is he/she report the quantity confidently without recounting?)		
Explain that you're going to hide some of the cubes the student just gave you. Cup both hands over the 5 cubes, give them a little shake, and hide 2 of them in one hand.		
Hold the remaining cubes out for the student to see.		
Say: "How many cubes do you see in my hand now?" (Does he/she instantly identify the quantity, or need to recount it to be sure it's 3?)		
Say: "How many cubes am I hiding?" (Does he/she instantly, and correctly tell you how many, or does he/she need to count on, use his/her fingers, or take time to figure out the answer mentally?)		
Repeat steps above, continuing to work with 5 cubes, until you've worked through most of the possible combinations (show 3, hide 2 show 4, hide 1 show 2, hide 3 show 0, hide 5 show 1, hide 4)		
• If the student gives you immediate, confident, and accurate responses to all the prompts, without having to count on or do any kind of mental figuring, you can assume that he/she is proficient with 3 and 4 as well. If the student does not respond immediately, confidently, and accurately to your prompts with 5 cubes, ask him/her to change the number of cubes in your hands to 4 instead of 5. If the student does not respond immediately, confidently, and accurately to your prompts with 4 cubes, ask him/her to change the number of cubes in your hands to 3 instead of 4. Do not go below 3 cubes. • If the student gives you immediate, confident, and accurate responses to all the prompts for 5, without having to count on or do any kind of mental figuring, ask him/her to change the number of cubes in your hands to 6, and provide similar prompts. If the student gives you immediate, confident, and accurate responses to all the prompts for 6, without having to count on or do any kind of mental figuring, move up to 7. (It's unlikely that any of your students will assess through 7, even by the end of the year, but you can extend the assessment through 10.		
Fall	Winter	Spring
Student can compose and decompose numbers to:	Student can compose and decompose numbers to:	Student can compose and decompose numbers to:
___ 3 ___ 4 ___ 5 ___ 6 ___ 7	___ 3 ___ 4 ___ 5 ___ 6 ___ 7	___ 3 ___ 4 ___ 5 ___ 6 ___ 7
Notes:		
A. Children generally assess to their age on this task. In other words, most 5-year-olds will assess to 5, but not beyond. Most 6-year-olds will assess to 6, but not beyond. It is perfectly normal for incoming K students to assess to 3, 4, or 5. (If the student can't do 3, it may be a red flag, and you'll want to keep a close eye on such individuals.) It is unusual for K students to assess much past 5 or 6, even by the end of the school year. It is quite unusual for K students to assess higher than 6 or 7. B. Although the ability to respond confidently and accurately to the prompts in this assessment does not guarantee fact fluency, it is a pre-requisite. In other words, a student who only assesses to 3 cannot reasonably be expected to develop fluency with addition and subtraction facts to 5, while a student who assesses to 5 can certainly be expected to develop fluency with addition and subtraction facts to 5. C. The "hiding assessment," described above is one way to find out whether students can compose and decompose numbers to 5 and beyond. Alternatives include: • observing children during "Bunny Ears" counting, when you're asking the class (or a small group) to show different combinations of 3 through 8 on their fingers raised to their foreheads like bunny ears. (See Bridges Supplement Set A4, Activity 1 for more information about Bunny Ears activities. • asking students to complete Practice Book pages 41 (Make 4) and 44 (Make 5) independently.		

Task 8: Modeling and Telling Addition & Subtraction Problems (WINTER AND SPRING ONLY)	
• Show student the storyboard and the counters (ocean & sea creatures in the winter; pond & frogs in the spring. Spend a minute discussing the board and the counters with the student. Allow him/her to move the counters around the board. • Pose each of the problems below. Ask student to use the storyboard and counters to model and solve each problem. Record student's responses.	
Winter	Spring
1. There were 3 sea creatures swimming around in the ocean. 2 more sea creatures came along. How many sea creatures were there in all? ____ Student models and solves accurately. 2. There were 6 sea creatures swimming in the ocean. Then 2 of the sea creatures got scared and swam away. How many sea creatures were left? ____ Student models and solves accurately. Comments:	1. There were 6 frogs having fun in the pond. 4 more frogs came along and jumped in. How many frogs are there in the pond now? ____ Student models and solves accurately. 2. Ten frogs were playing in the pond. Five of them had to go home. How many frogs were left in the pond? ____ Student models and solves accurately. Comments:

Kindergarten Yearlong Skills Assessment Class Checklist

Students' Names

Note: This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Re-mark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those students the maximum number of points for that item through the rest of the year. For example, if a student is able to count to 100 in the fall and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.									
Item	CCSS	Points Possible	Support & Development Resources						
1 FALL: Counts forward by rote to 100	K.CC.1	0 pts: between 0 and 11 OR 1 pt: to 12 OR 2 pts: to 20 OR 3 pts: to 33 OR 4 pts: to 100	K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L						
1 WINTER: Counts forward by rote to 100	K.CC.1	0 pts: between 0 and 19 OR 1 pt: to 20 OR 2 pts: to 33 OR 3 pts: to 66 OR 4 pts: to 100							
1 SPRING: Counts forward by rote to 100	K.CC.1	0 pts: between 0 and 32 OR 1 pt: to 33 OR 2 pts: to 66 OR 3 pts: to 100 OR 4 pts: past 100							
2 FALL: Counts forward beginning from a given number within the known sequence instead of having to begin at 1, given a "running start."	K.CC.2	0 pts: Can't continue any of the counts, even with a running start OR 1 pt: Continues one count to the target accurately given a running start OR 2 pts: Continues two counts to the target accurately given a running start OR 3 pts: Continues all 3 counts to the target accurately given a running start	K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Supplement Set A4, Addition & Subtraction, Activity 1						
2 WINTER: Counts forward beginning from a given number within the known sequence instead of having to begin at 1 (no "running start")	K.CC.2	0 pts: Can't continue any of the counts accurately OR 1 pt: Continues one count to the target accurately OR 2 pts: Continues two counts to the target accurately OR 3 pts: Continues all 3 counts to the target accurately							
2 SPRING: Counts forward beginning from a given number within the known sequence instead of having to begin at 1 (no "running start")	K.CC.2	0 pts: Can't continue any of the counts accurately OR 1 pt: Continues one count to the target accurately OR 2 pts: Continues two counts to the target accurately OR 3 pts: Continues all 3 counts to the target accurately							

Item	CCSS	Points Possible	Support & Development Resources	Students' Names				
3 FALL: Uses 1-to-1 correspondence to count 10 blocks	K.CC.4 K.CC.5	0 pts: Unable to use 1:1 correspondence to count more than 3 blocks OR 1 pt: Counts to 5 blocks accurately OR 2 pts: Counts 6, 7, 8, or 9 of the blocks accurately OR 3 pts: Counts all 10 of the blocks accurately.	K Work Places 1E, 1J, 1I, 1M, 1P K Supplement Set A1, Counting on the Number Line, Activities 1—4 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Practice Book, pgs. 16, 26, 27, 30, 31, 35, 36					
3 WINTER: Uses 1-to-1 correspondence to count 20 blocks	K.CC.4 K.CC.5	0 pts: Unable to use 1:1 correspondence to count more than 5 blocks OR 1 pt: Counts to 10 blocks accurately OR 2 pts: Counts between 11 and 19 of the blocks accurately OR 3 pts: Counts all 20 of the blocks accurately.						
3 SPRING: Uses 1-to-1 correspondence to count 20 blocks from a larger set	K.CC.4 K.CC.5	0 pts: Unable to use 1:1 correspondence to count more than 5 blocks OR 1 pt: Counts 10 blocks accurately OR 2 pts: Counts between 11 and 19 of the blocks accurately OR 3 pts: Counts all 20 of the blocks accurately.						
4 FALL, WINTER, AND SPRING: Names and describes 2-D shapes	K.G.2 K.G.4	8 pts possible, 1 for each correct shape name, and 1 for any kind of accurate description, including what the shape looks like (i.e., it's a rectangle because it looks like a door.)	K Work Places 1H, 1K, 1L, 1N, 2R, 2S K Bridges Practice Book, pp 7, 8, 9, 33, 34, 72	F	F	F	F	F
				W	W	W	W	W
				S	S	S	S	S
5 FALL: Compares 2 sets of cubes and identifies which set has more.	K.CC.6	2 pts possible, 1 pt. for indicating that there are more blue cubes than red cubes and 1 pt. for giving some kind of explanation or demonstration beyond, "I just know it".	K Work Places 1F, 1J, 1M, 1P K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Bridges Practice Book, pp. 3, 4, 5, 6, 13, 14, 21, 26, 28, 30, 31, 54, 67					
5 WINTER AND SPRING: Compares 2 sets of cubes. Identifies which set has more. Given 2 different sets, identifies which has less.	K.CC.6	4 pts possible, 1 pt. for the correct response to each item (2 in all), and 1 pt. for each explanation beyond "I just know" (2 in all)		W	W	W	W	W
				S	S	S	S	S

Item	CCSS	Points Possible	Support & Development Resources	Students' Names				
6 FALL: Tells how many more are needed to make 5	K.OA.4	4 pts possible, 1 pt for each correct response the student is able to give without resorting to 1-by-1 counting to determine how many more are needed to make 5.	K Supplement Set A4, Activities 1, 3, 7, 8	F	F	F	F	F
6 WINTER AND SPRING: Tells how many more are needed to make 10	K.OA.4	9 pts possible, 1 pt for each correct response the student is able to give without resorting to 1-by-1 counting to determine how many more are needed to make 10.		W	W	W	W	W
				S	S	S	S	S
7 FALL, WINTER, AND SPRING: Composes and Decomposes Numbers to Five or More	K.OA.3	0 pts: Can't do the tasks with 3 cubes OR 1 pt: Can do the tasks w/3 OR 2 pts: Can do the tasks w/4 OR 3 pts: Can do the tasks w/5 or more	K Supplement Set A4, Activities 1–8	F	F	F	F	F
				W	W	W	W	W
				S	S	S	S	S
8 WINTER AND SPRING: Models and solves addition and subtraction story problems	K.OA.1 K.OA.2	4 pts possible For each problem, award 1 pt for modeling the problem and 1 pt for the correct answer.	K Supplement Set A4, Activities 1, 4, 5, 6, 7, 8	W	W	W	W	W
				S	S	S	S	S
Total Score/Level of Proficiency		Fall: 27 points possible Winter: 38 points possible Spring: 38 points possible		F	F	F	F	F
				W	W	W	W	W
				S	S	S	S	S
FALL:	Meeting Standard: 21 – 27 pts. (75–100% correct) Strategic: 7 – 13 pts. (25–49% correct)	Approaching Standard: 14 – 20 pts. (50–74% correct) Intensive: 6 pts. or fewer (24% or less correct)						