

ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF MATHEMATICS

Kindergarten MATHEMATICS Pre – Assessment



School Year 2013-2014

Five Performance Levels

Level 5: Distinguished Command

Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 4: Solid Command

Students performing at this level demonstrate a **solid** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 3: Moderate Command

Students performing at this level demonstrate a **moderate** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 2: Partial Command

Students performing at this level demonstrate a **partial** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 1: Minimal Command

Students performing at this level demonstrate a **minimal** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Question 1

Kindergarten:

K.CC.A.1- Count to 100 by ones

Directions: Ask students to begin counting. Have students start counting from 0 and end at 100.

Highest number child was able to count to: _____

Question 3b

K.CC.A.1- Count to 100 by tens

Directions: Ask students to skip count by ten to 100.

Highest number child was able to count to: _____

Question 2

Formative Assessment Task

Kindergarten: Counting and Cardinality

K.CC.4a. For any number from 1 to 20, count and say number names in standard order, with one to one correspondence

Directions:

1. Use the attached workspace with bear counters (or other manipulatives) with individual students or groups of students.
2. Place some counters on the workspace and ask the student how many counters are on the workspace.
3. Teacher or student removes the counters from the workspace and waits a few seconds.
4. Teacher or student replaces the same counters. Teacher asks the students how many counters are on the workspace.

Considerations:

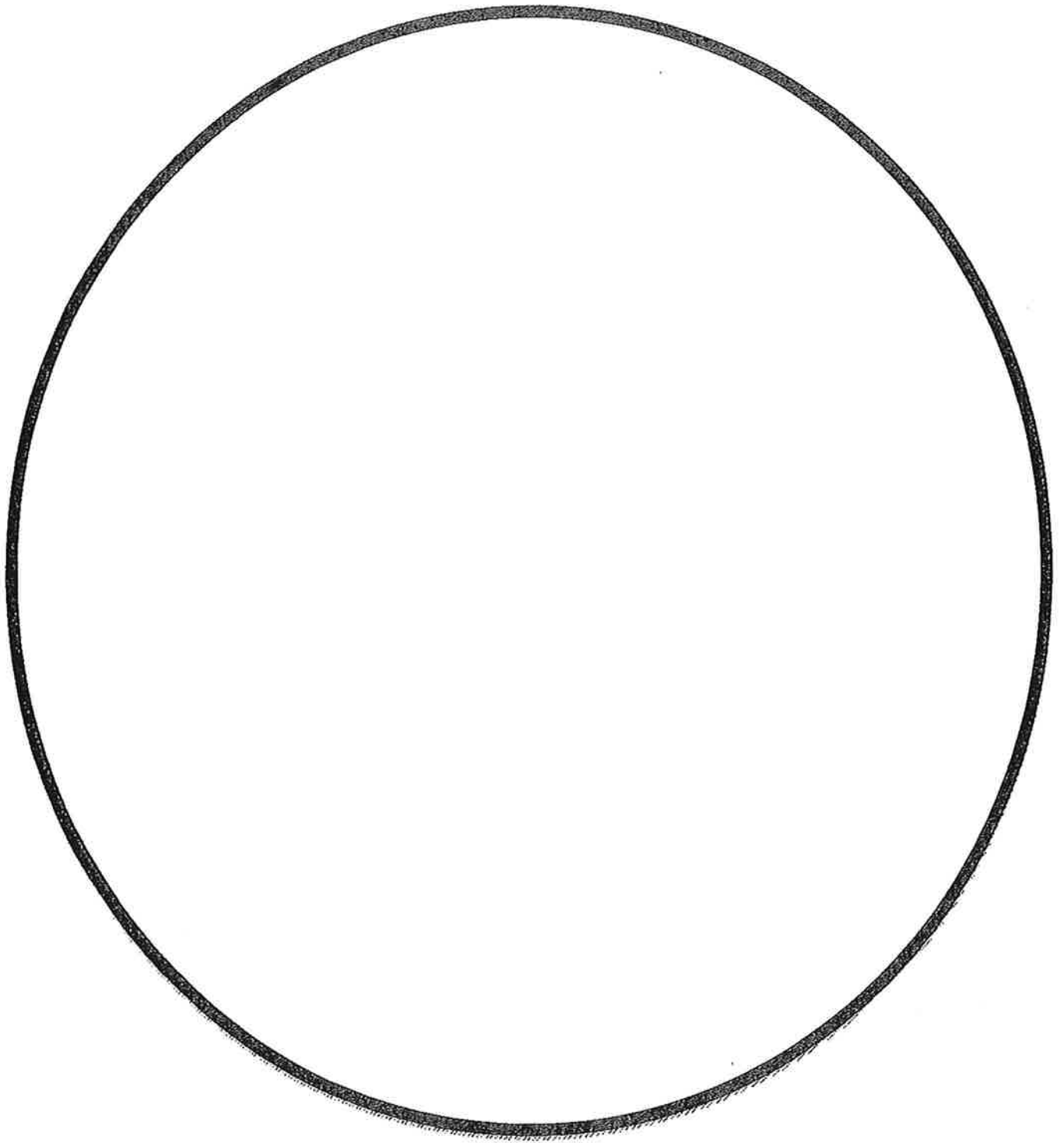
Watch how students count.

- Do students use fingers to count?
- Do students touch and correctly count each item?
- Do students recount the second time?
- Do students recognize that the quantity is the same from the first count?

Collecting Data:

Student performance can be scored with the attached checklist or rubric created by the teacher. Do not forget to record the number of counters used in the set.

Data can be recorded on a score sheet.



Question 3a
K.CC.1

Count to 100 by ones

3	4		6	
---	---	--	---	--

11		13		15
----	--	----	--	----

24			27	
----	--	--	----	--

	31	32		34
--	----	----	--	----

		44		46
--	--	----	--	----

K.CC.1

Question 3b Optional

Count to 100 by tens

10	20		40	
----	----	--	----	--

7		27		47
---	--	----	--	----

5			35	
---	--	--	----	--

	33	43		63
--	----	----	--	----

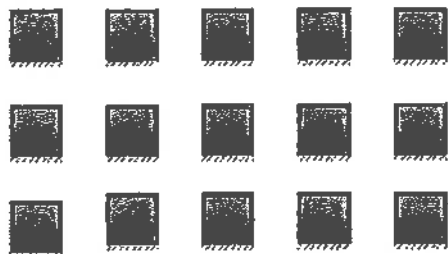
		78		98
--	--	----	--	----

1.



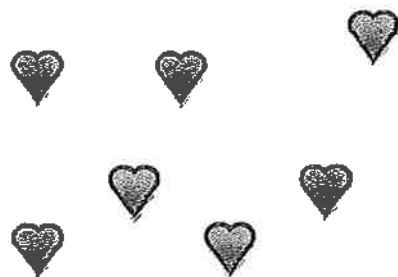
How Many? _____

2.



How Many? _____

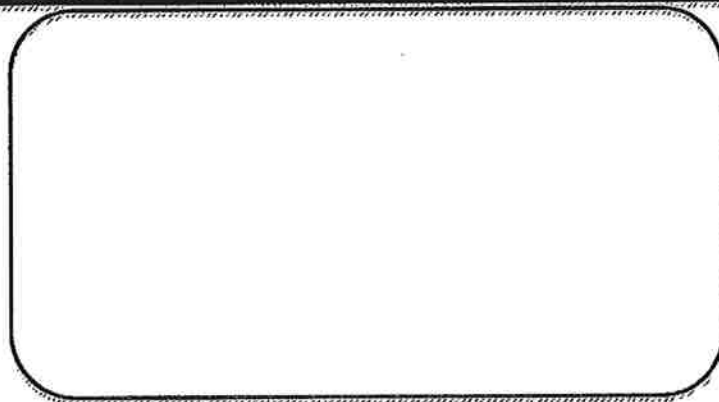
3.



How Many? _____

4.

Draw 16 circles.



K.C.C.3
Question 5

NAME _____

DATE _____

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 2, 3, 4, _____, _____, 7, _____, _____

a.



3, _____, 5, 6, _____, 8, _____, _____

b.



11, _____, 13, _____, _____, 16, _____, 18

3. Count backward to fill in the missing numbers.



Practice 10, 9, 8, _____, _____, 5, _____, _____

a.



7, _____, 5, 4, _____, 2, _____, _____

b.



8, _____, 6, _____, _____, 3, _____, 1

Circle the number that is greater.

5

7

4

2

0

10

Circle the number that is greater.

5

7

4

2

0

10

Question 7 and Question 8

Formative Assessment Task

Kindergarten: Operations and Algebraic Thinking

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Directions:

1. Tell students that you are going to tell them some story problems and they can solve the problems using objects or drawings.
2. Choose 2-3 story problems for students to solve:
 - a. 3 children were playing on the playground. 4 more children came to play also. How many children were on the playground now?
 - b. There were 5 birds sitting in a tree. Some more birds flew in to rest. Now there were 8 birds in the tree. How many birds flew in?
 - c. Mary had some cookies. She gave 5 to Monique. Now she has 4. How many cookies did she have to start with?
 - d. Bethany has 6 cupcakes. Anne has 2 more than Bethany. How many cupcakes does Anne have?
 - e. Nancy has 10 apples. 4 are red, the rest are green. How many apples are green?
 - f. Jim had 9 crackers. He ate 7 for snack. How many did he have left over?

Considerations:

Watch how students solve the problem(s):

- Which strategy do they use to solve?
- Do they try several different strategies to solve, or just one?
- Can the students explain their thinking?
- Do the students double-check their work?
- Did some students apply a correct strategy, but get an incorrect answer? Can they "fix it" if prompted?

Question 9

K.OA.3 - Formative Assessment

Name: _____

Solve the equations and draw a picture to match.

$$6 = \underline{\quad} + \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = 8$$

$$5 = \underline{\quad} + \underline{\quad}$$

Question 10

K. NBT. 1-Formative Assessment

Name: _____

Number

Picture

Equation

16



$$10 + 8$$

$$10 + 5$$

12

Question 11

Name: _____

$2 + 3 = \underline{\quad}$

$4 + 0 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

Name: _____

$2 + 3 = \underline{\quad}$

$4 + 0 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$0 + 4 = \underline{\quad}$

$2 + 2 = \underline{\quad}$

K. OA. 5

Question 11

Name: _____

$$3 - 2 = \underline{\hspace{2cm}}$$

$$5 - 0 = \underline{\hspace{2cm}}$$

$$4 - 1 = \underline{\hspace{2cm}}$$

$$1 - 0 = \underline{\hspace{2cm}}$$

$$5 - 3 = \underline{\hspace{2cm}}$$

$$4 - 2 = \underline{\hspace{2cm}}$$

K. OA. 5 (2)-Formative Assessment

Name: _____

$$3 - 2 = \underline{\hspace{2cm}}$$

$$5 - 0 = \underline{\hspace{2cm}}$$

$$4 - 1 = \underline{\hspace{2cm}}$$

$$1 - 0 = \underline{\hspace{2cm}}$$

$$5 - 3 = \underline{\hspace{2cm}}$$

$$4 - 2 = \underline{\hspace{2cm}}$$