Kindergarten Report Card Assessment Handbook

2018-19

Kindergarten Teachers,

In our efforts to keep instruction aligned with the College and Career Readiness (CCR) Standards, there have been changes made to the Kindergarten Report Card and Assessment handbook this year, particularly in Mathematics. These changes will be evident both in the curriculum maps and in the skills that are assessed for the report card.

This document has been divided into two sections as follows:

Section 1: Mathematics

Section 2: English Language Arts

If you have any questions, please direct them to Christine Bingham for mathematics, binghamcl@scsk12.org or Joyce Harrison for literacy, harrisonjr@scsk12.org

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INTRODUCTION

The purpose of this document is to provide an overview of the Shelby County Kindergarten report card and how to evaluate the skills. This information will be used to assess student progress in a consistent fashion throughout the system.

Teachers will use the PowerSchool grade book to enter grades. The markings will be "**M**"for mastery and "**X"** for non-mastery. Some skills are ongoing and will be assessed each nine weeks. The teacher will need to refer to the SCS Kindergarten Report Card Handbook for the assessment schedule. The PowerSchool administrator at each school will print the kindergarten report card and interim reports.

Additional record keeping sheets have been provided for assessing academic skills and behavioral skills, if needed.

REPORT CARD MARKING KEY

Skills listed under each nine weeks will be marked using the following key:

M indicates mastery
X indicates non-mastery

ASSESSMENT GUIDELINES

Several skills are building and require continuous assessment in ELA. For a student to receive an "M" in the current marking period, he/she must have mastered both the current and prior nine-week skills. For example, during the Third Nine Weeks, a student cannot just identify the letter sounds required for the third quarter; the student must master identification of the second quarter letter sounds as well.

INTERIMS

Comments on interims must be limited to twenty characters. Not all skills must be assessed for interims. A minimum of 5 skills should be assessed for ELA. Please follow Curriculum guide on assessment for Math. Interims will not be sent home for Quarter 1.

SKILLS AND BEHAVIORS THAT SUPPORT LEARNING

Skills listed under Sills and Behaviors that Support Learning will be marked using the following key:

S indicates satisfactory

N indicates improvement needed

Skills and Behaviors that Support Learning

All of the skills in this section will be evaluated each nine weeks beginning with the first marking period.

Behavior	Indicator
Works and plays cooperatively	Shares Takes turns Works in a group
Follow directions	Follows teacher's instructions
Respects authority	Exhibits positive attitude while complying with teacher requests
Controls talking	Uses appropriate tone and volume Raises hand to speak without interrupting
Listens attentively	Remains focused Exhibits increasing attention span
Finishes work on time	Completes work at an acceptable pace
Works independently	Initiates and sustains work with limited assistance
Puts forth best effort	Works up to individual potential
Stays on task	Stays focused on an activity Develops persistence towards task completion
Keeps hands/feet/objects to self	Respects personal space of others
Takes responsibility for supplies and belongings	Keeps up with supplies Cares for personal items Returns notes, folders, etc. from home
Exercises control in classroom/hall/ bathroom/cafeteria/playground	Follows rules for each area

Frequently Asked Questions

1. **Why do we need an updated kindergarten report card?**

   The standard based Kindergarten Report Card was updated to align with the College and Career Readiness Standards (CCR) required by the state of Tennessee.

2. **How will kindergarten teachers know how to assess and mark each skill?**

   Teachers are to refer to the SCS Kindergarten Report Card Handbook.

3. **Will all kindergarten teachers be expected to use the same assessment guidelines?**

   Every kindergarten teacher is expected to use the assessment guidelines provided in their SCS Kindergarten Report Card Handbook. These guidelines will provide consistency and uniformity across our school district.

4. **What do I do if a child has mastered skills that are not being evaluated during a current nine weeks grading period? Can I go ahead and mark it?**

   No. The report card is based on the *year-end goal for kindergarten* achievements; however, it is set up to accommodate the *progression of assessment* for each nine weeks. Teachers must refer to the Kindergarten Report Card Handbook for the assessment pages.

5. **Do we only teach the standards that are listed on the report card?**

   The standards listed on the report card are to be formally assessed. All standards should be taught. The CCR Standards for all subjects: English/Language Arts, Math, Science and Social Studies can be found at http://tn.gov/education/topic/academic-standards.

6. **Are there required skills for promotion to first grade?**

   Please refer to the SCS Promotion and Retention Policy, Number 5013. This policy can be found in the SCS Policy Manual located on the SCS web site or your school library.

7. **How will the parents be informed of the skills being assessed each nine weeks?**

   Copies of these forms are available in the Kindergarten Report Card Handbook:
   - Kindergarten Report Card Skills

8. **Who will print the interims and the report cards?**

   The building level PowerSchool administrator will print the report cards and interims. The final report card will be issued and mailed by the SCS Central Office. Interims will not be distributed for Quarter 1 in Kindergarten.

9. **How long does a new student need to be in my class before I issue a report card?**

   A new student who is enrolled in your class for at least fifteen days will be assessed and issued a report card.

10. **Who is responsible for art, music, and P.E. grades?**

    Each specialty teacher is responsible for submitting conduct grades using his/her own PowerSchool grade book.

11. **When or how often should I assess my students on these skills?** It is recommended that assessment be on-going throughout the quarter, and as skills are mastered, they can be recorded on the student's record sheet.

Section 1: Mathematics

2018-2019 SCS Mathematics Kindergarten Report Card Skills

Quarter 1		Description	Standard(s)
M1: Mid Module: Topic A	(1)	Identifies two objects as being identical	K.MD.C.4
	(2)	Identifies similarities by attribute (size, color, type, etc.)	
	(3)	Explains, in words, how the two objects differ based on either size or shape	
M1: Mid Module: Topic B	(1)	Sorts pictures into two distinct categories	K.CC.B.4a, K.CC.B.4b, K.MD.C.4
	(2)	Provides a reasonable explanation outlining the sorting categories and why the items belong	
	(3)	Answers "3" without recounting	
M1: Mid Module 1: Topic C	(1)	Arranges and counts 5 objects into a line, circle and scattered configuration	K.CC.B.4a, K.CC.B.4b, K.CC.B.5, K.OA.A.3
	(2)	Answers "5" in response to each *how many* question without recounting	
	(3)	Breaks apart 3 to show the decomposition of 3 as 2 and 1, or 1 and 2	
M1: Mid Module: Topic D	(1)	Identifies the number of items in each category	K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
	(2)	Gives a reasonable answer as to how he/she knows there are 5 toys	
	(3)	Understands and uses the word zero when asked how many cats (or other objects) there are.	
	(4)	Writes numerals 0-5	
Quarter 2		**Description**	**Standard(s)**
M1: End of Module: Topic E	(1)	Counts the linking cubes (or other objects), puts them in a row, and writes the number 6	K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
	(2)	Counts to 7 in the circular configuration, writes the number, and identifies the 5-group	
	(3)	Counts 8 cubes and gives a reasonable answer to how she knows there are 8	
M1: End of Module: Topic F	(1)	Solves the put together with result unknown problems using cubes	K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
	(2)	Explains his/her thinking, citing the solution process	
	(3)	Writes the number 9 and adds 1 more object and says and writes 10	
M1: End of Module: Topic G	(1)	Identifies the numeral 5 as 1 more than the 4 (using dot cards)	K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
	(2)	Identifies 7 as 1 more than the numeral 6	

	(3)	Places 7, 8, and 9 in order	
M1: End of Module: Topic H	(1)	Gives 10 as an answer, when shown 10 objects. Shows 1 less by removing 1 object and writes and says 9	K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
	(2)	Identifies by touching the hidden number card and says 2,5,7,9	
	(3)	Matches the dot cards to her corresponding hidden number card. Turns over the number cards after the dot cards are in place	
M3: Mid Module: Topic A	(1)	Says in his/her words that we cannot know which is longer because part is hidden.	K.MD.A.1 K.MD.A.2
	(2)	Uses the words longer than and shorter than correctly to compare	
	(3)	Arranges the strings to share an endpoint	
	(4)	States that length is being compared or how long the strings are	
M3: Mid Module Topic B	(1)	Says the 7 stick is longer that the 5 stick	K.MD.A.2
	(2)	Says the 5 stick is shorter than the 9 inch string	
	(3)	Says the two smaller sticks are the same as the 5 stick. (ex. 3 stick and 2 stick)	
M3: Mid Module Topic C	(1)	Uses the words heavier than and lighter than correctly to compare	K.MD.A.1 K.MD.A.2
	(2)	Balances the scale with the pennies or cubes and says how many pennies or cubes are the same as the weight of the marker	
	(3)	States that weights is being compared or how much something weighs	
M3: Mid Module Topic D	(1)	Uses the word more than correctly to compare	K.MD.A.1 K.MD.A.2
	(2)	Measures the object (rice) using the small container and identifies that there are four containers	
	(3)	States the capacity is being compared or how much the cup holds	
M3: End of Module Topic E	(1)	Places squares on the paper to see if they fit	K.CC.C.6
	(2)	Shows there are not enough spoons for the bowls	
	(3)	Uses words more than and less then to compare the spoons and bowls	

M3: End of Module Topic F	(1)	Shows which set is more and states that 6 is more than 4	K.CC.C.6
	(2)	Shows a set equal to 4	
	(3)	Shows a set 1 more than 6	
	(4)	Shows a set 1 less than 10	
M3: End of Module Topic G	(1)	Puts objects in lines to match and compare them	K.CC.C.6 K.CC.C.7
	(2)	Uses more than and less than to compare 7 and 5	
	(3)	Compares the numerals 8 and 4	
M3: End of Module Topic H	(1)	Uses language and appropriate tools to compare the length of the box to the stick	K.MD.A.1 K.MD.A.2
	(2)	Uses language and appropriate tools to compare the weight of the box to the scissors or number of cues on the balance scale.	
	(3)	Uses language and appropriate tools to compare the capacity of the box using the rice	
Quarter 3		Description	Standard(s)
M4: Mid Module Topic A	(1)	Tells a decomposition story, saying that the numbers that match his/her movement of the objects	K.OA.A.1 K.OA.A.3 K.OA.A.5
	(2)	Selects 5 linking cubes and puts them in the whole of the number bond mat	
	(3)	Correctly fills in the number bond with numerals 5,3, and 2	
M4: Mid Module Topic B	(1)	Shows 6 cubes	K.OA.A.3
	(2)	Holds up left hand and the thumb of right hand to show 6 when asked to show 6 the Math Way	
	(3)	Makes a number bond for 7 and 8 using any correct combination	
	(4)	Fills all parts of the number bond	
M4: Mid Module Topic C	(1)	States what each number in the number sentence refers to (addition)	K.OA.A.1 K.OA.A.2
	(2)	Writes all the correct numbers in the blanks: 5 + 3 = 8	
	(3)	Writes and addition sentence to match his own story	
M4: Mid Module Topic D	(1)	States what each number in the number sentence refers to (subtraction)	K.OA.A.1 K.OA.A.2 K.OA.A.3
	(2)	Writes all the correct numbers in the blanks 8 -5 = 3	

	(3)	Write a subtraction sentence to match the story: 7 – 4 = 3	
M4: End of Module Topic E	(1)	Writes a number pair for 10 in the number bond	K.OA.A.3
	(2)	Represents the story using cubes and a number bond	
M4: End of Module Topic F	(1)	Identifies and writes 5 for the dark dots and 4 for the light dots in the equation or writes a different correct number pair for 9	K.OA.A.2
	(2)	Writes all the correct numbers in the addition sentence: 6 + 4 = 10 or 4 + 6 = 10	
	(3)	Writes a correct addition sentence that matches the story: 10 = 8 + 2 or 8 +2 = 10	
M4: End of Module Topic G	(1)	Represents and records 9 – 1 =8 clearly using a drawing and/or an equation	K.OA.A.1 K.OA.A.2 K.OA.A.3
	(2)	Orally answers the questions being asked and writes numbers in the blanks of the subtraction sentence that represent what happened with the cubes	
	(3)	Breaks off a different number of cubes and records work with an equation	
M 4: End of Module Topic H	(1)	Counts 5 cubes and answers 5 to each of the questions about zero	K.OA.A.1 K.OA.A.2 K.OA.A.4
	(2)	Answers 6 and 7 as he/she puts 1 more cube on the 5 stick	
	(3)	Selects the correct equations for both parts of the story: 5 + 3 = 8 and 8 – 3 =5	
	(4)	Answers 1 and writes 9 + 1 = 10	
	(5)	Correctly draws 7 dots in a 5 group pattern and answers 3 orally and writes 7 + 3 = 10	
Quarter 4		Description	Standard(s)
M5: Mid Module Topic A	(1)	Counts 10 objects into a pile, and then 6 objects	K.NBT.A.1 K.CC.A.1
	(2)	Counts from 1 to 16	
	(3)	Counts the Say Ten way starting with the group of 10	
M5: Mid Module Topic B	(1)	Counts 13 cubes and selects both the 10 and 3 Hide Zero Cards to accurately make 13	K.NBT.A.1 K.CC.A.3
	(2)	Identifies a group of 10 as being representative of the 1 in the numeral 13	
	(3)	Writes then numeral 16	
	(1)	Counts 12 cubes	K.CC.B.4b

M5: Mid Module Topic C	(2)	Arranges and counts each array and knows the total is 12 without recounting	K.CC.B.4c K.CC.B.5 K.NBT.A.1
	(3)	Arranges and counts in a circle and knows the total is 12 without recounting	
M5: Mid Module Money	(1)	Identifies and states the value of a penny	K.MD.B.3
	(2)	Identifies and states the value of a nickel	
	(3)	Identifies and states the value of a dime	
	(4)	Identifies and states the value of a quarter	
M5: End of Module Topic D	(1)	Counts up by 10's using the Say Ten and regular way	K.CC.A.1 K.CC.A.2
	(1a)	Counts up by 5's the regular way	
	(1b)	Count backward from 10 by ones	
	(2)	Counts the dots from 11 to 20 the Say Ten Way	
	(3)	Counts from 28 to 32 the regular way	
	(4)	Counts a number between 11 and 20 the regular way	
M5: End of Module Topic E	(1)	Counts 17 cubes into an array or line	K.CC.B.5 K.NBT.A.1
	(2)	Separates 10 cubes and correctly writes 17 as the whole and 10 and 7 as the parts of 17	
	(3)	Writs an accurate addition sentence and reasonable connects both representations	
M2: End of Module Topic A	(1)	Identifies and describes several attributes of the shape from the environment that match the shape being shown to him/her	K.G.A.1 K.G.A.2 K.G.B.4
	(2)	Sorts all indicated shapes from several typical variant and distracting shapes	
	(3)	Selects indicated shape and positions this shape below, next to or beside another indicated shape	
M2: End of Module Topic B	(1)	Identifies and describes several attributes of the solid from the environment that match the solid being shown to him	K.G.A.1 K.G.A.2 K.G.B.4
	(2)	Sorts all indicated solids	
	(3)	Selects indicated solid and positions this solid above, in front of, or behind the indicated solid	
M2: End of Module Topic C	(1)	Correctly sorts the shapes into two groups and is able to clearly state the reason the shapes belong to each group.	K.G.A.3 K.MD.C.4
	(2)	Is able to sort the shapes again according to a different attribute and is able to state such and attribute.	

M6: End of Module Topic A	(1)	Builds a square using four equal straws (or other object)	K.CC.B.4d K.G.B.5
	(2)	Selects a real-world object that matches the square built	
M6: End of Module Topic B	(1)	Makes a rectangle without much hesitation	K.G.B.6
	(2)	Makes the square with very little trial and error	
	(3)	Completes the puzzle using the correct pattern blocks so that nothing extends past the puzzle border	

Mathematics Assessment Calendar 2018-2019

Assessment	Quarter Assessed and Reported	Date of Completion
Module 1: Mid Module Assessment	Quarter 1	9/12/18
Module 1: End of Module Assessment	Quarter 2	10/23/18
Module 3: Mid Module Assessment	Quarter 2	11/9/18
Module 3: End of Module Assessment	Quarter 2	12/5/18
Module 4: Mid Module Assessment	Quarter 3	1/31/19
Module 4: End of Module Assessment	Quarter 3	2/27/19
Module 5: Mid Module Assessment	Quarter 4	4/11/19
Module 5: End of Module Assesment	Quarter 4	4/24/19
Module 2: End of Module Assessment	Quarter 4	5/8/19
Module 6: End of Module Assessment	Quarter 4	5/17/19

Assessment Guide - Mathematics

Norms to remember when performing the assessment:

- There are 10 assessments total for all students. Modules 1, 3, 4, and 5 will have both a mid-assessment and an end assessment. Modules 2 and 6 only have an end assessment.
- The assessments will be given over the span of two to three days, built into the math pacing guide. The ***teacher will sit*** **beside** each student one on one to promote a positive and collaborative attitude.
- Use the specific language of the assessment and support should be provided to assist English Language Learners. If a student is unresponsive, wait 15 seconds for a response.
- The assessments will provide results in two ways: anecdotal records (to show what the student said and did) as well as and indication of mastery or non mastery of each skill.

Scoring Notes:

- Record what the student did and said using the space provided for each topic.
- Record score of mastery or non-mastery on Student Report Card Skills Checklist. ***This checklist should be included in the students cumulative folder.***
- If the student is able to answer and/or complete the question, the student receives a score of mastery (M). If the student is *unable to answer and or do* any part of the question the student receives a score of non-mastery (X).
- Students receiving a (X) or non-mastery must repeat that question/task set at **two-week intervals**. (i.e. Small group re-teaching/one-on-one practice with those students) Record dates of re-teaching/reassessing on student record sheet. Allow students three attempts to master the question/task
- Record keeping will be important and storage will be needed for the students recording sheet. It is encouraged to store student data (anecdotal notes) in a notebook/portfolio. Video-taping student assessments will be helpful/not mandatory as we transition to the portfolio.

Possible uses of Assessment:

- Daily Planning
- Parent teacher conferences
- Grade 1 placement.

Kindergarten Mid-Module 1 Assessment (Administer after Topic D)

Kindergarten End-of-Module 1 Assessment (Administer after Topic H)

This may well be the students' first assessment experience. Assessment time is a critically important component of the student–teacher relationship. It is especially important in the early grades to establish a positive and collaborative attitude when analyzing progress. Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

Please use the specific language of the assessment and, when possible, translate for non-English speakers (this is a math rather than a language assessment). If a student is unresponsive, wait about 15 seconds for a response. Record the student's results in two ways: (1) the narrative documentation after each topic set and (2) Record score of mastery or non-mastery on Student Report Card Skills Checklist. *This checklist should be included in the students cumulative folder.*
(2) Use a stopwatch to document the elapsed time for each response.

Within each assessment, there is a set of problems targeting each topic. Each set is composed of three or four related questions. Document what the student did and said in the narrative, and use these questions to identify students mastery or non-mastery.

If the student is unable to answer and/or do the task you should record a score of non-mastery for that task/skill. However, if the student is unable to use her words to tell what he/she did, do not count that against her quantitatively. Be aware of the difference between a non-native English speaker's and a native English speaker's ability to articulate something. If the student asks for or needs a hint or significant support, provide either, but the score is automatically non-mastery. This ensures that the assessment provides a true picture of what a student can do independently.

House the assessments in a three-ring binder or student portfolio. By the end of the year, there will be 10 assessments for each student. Modules 1, 3, 4, and 5 have two assessments each, whereas Modules 2 and 6 have only one.

These assessments can be valuable for daily planning, parent conferences, and for Grade 1 teachers preparing to receive these students.

Student Name: _____

Topic A: Attributes of Two Related Objects

Time Elapsed: _____

Materials: (S) Module 1 assessment picture cards (cut out)

Topic A	(1) Identifies two objects as being identical	(2) Identifies similarities by attribute (size, color, type, etc.)	(3) Explains, in words, how the two objects differ based on either size or shape
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Identify the pictures while placing them in a row before the student.) Show me the pictures that are exactly the same.

T: How are they exactly the same?

T: Show me something that is *the same but* a little different.

T: Use your words, "They are the same, but…" to tell me how the bears are different.

What did the student do?	What did the student say?

Topic B: Classify to Make Categories and Count

Time Elapsed: _____

Topic B	(1) Sorts pictures into two distinct categories	(2) Provides a reasonable explanations outlining the sorting categories and why the items belong	(3) Answers "3" without recounting
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Materials: (S) Module 1 assessment picture cards (cut out), sorting mat

T: (Place all of the cards before the student.) Please sort the pictures into two groups on your sorting mat. (After sorting, have the student explain her reasoning.)

T: (Point to the objects that went in the backpack.) Count the things that are in this group. (Look for the student to answer "3" rather than "1, 2, 3." If the student recounts to find the answer, ask again.)

Set the sort aside for the Topic D assessment.

What did the student do?	What did the student say?

Topic C: Numbers to 5 in Different Configurations, Math Drawings, and Expressions

Topic C	(1) Arranges and counts 5 objects into a line, circle and scattered configuration.	(2) Answers "5" in response to how many question	(3) Breaks apart 3 to show the decomposition of 3 as 2 and 1, or 1 and 2
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) 10 linking cubes

T: (Put 5 loose cubes in front of the student.) Whisper-count as you put the cubes into a line. How many cubes are there?

T: (Move the cubes into a circle.) How many cubes are there? T: (Scatter the cubes.) How many cubes are there?

T: Please show this (show 2 + 1) using your cubes. (Have the student explain what he does. We might expect the student to make a linking cube stick of 3 and break it into two parts.)

What did the student do?	What did the student say?

Topic D: The Concept of Zero and Working with Numbers 0–5

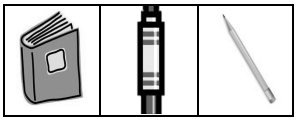
Time Elapsed: _____

Materials: (S) Sort from Topic B (remove one identical bear for this assessment task so that there are 5 toys and 3 school items), numeral writing sheet

Note: Arrange the pictures as shown to the right. This arrangement is intended to give the student the opportunity to see 5 as *3 and some more,* without recounting all.

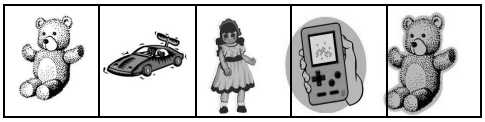
Topic D	(1) Identifies the number of items in each category	(2) Gives a reasonable answer as to how he/she knows there are 5 toys	(3) Understands and uses the word zero when asked how many cats (or other objects) there are	(4) Writes numbers 0-5
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: How many things for school do you see? (Point to the top row.) T: (Point to the second row.) These are things we don't usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) How do you know it is 5?



T: How many cats are shown here?

T: Write your numbers in order from 0 to 5. (Note reversals, if any.) T: Write the number that tells how many toys there are.



What did the student do?	What did the student say?
Did the student show evidence of subitizing or recognizing embedded numbers, seeing 5 as 2 and 3 or 4 and 1?	

Mid-Module Assessment Task Standards Addressed

Topics A–D

Know number names and the count sequence.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

K.C.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

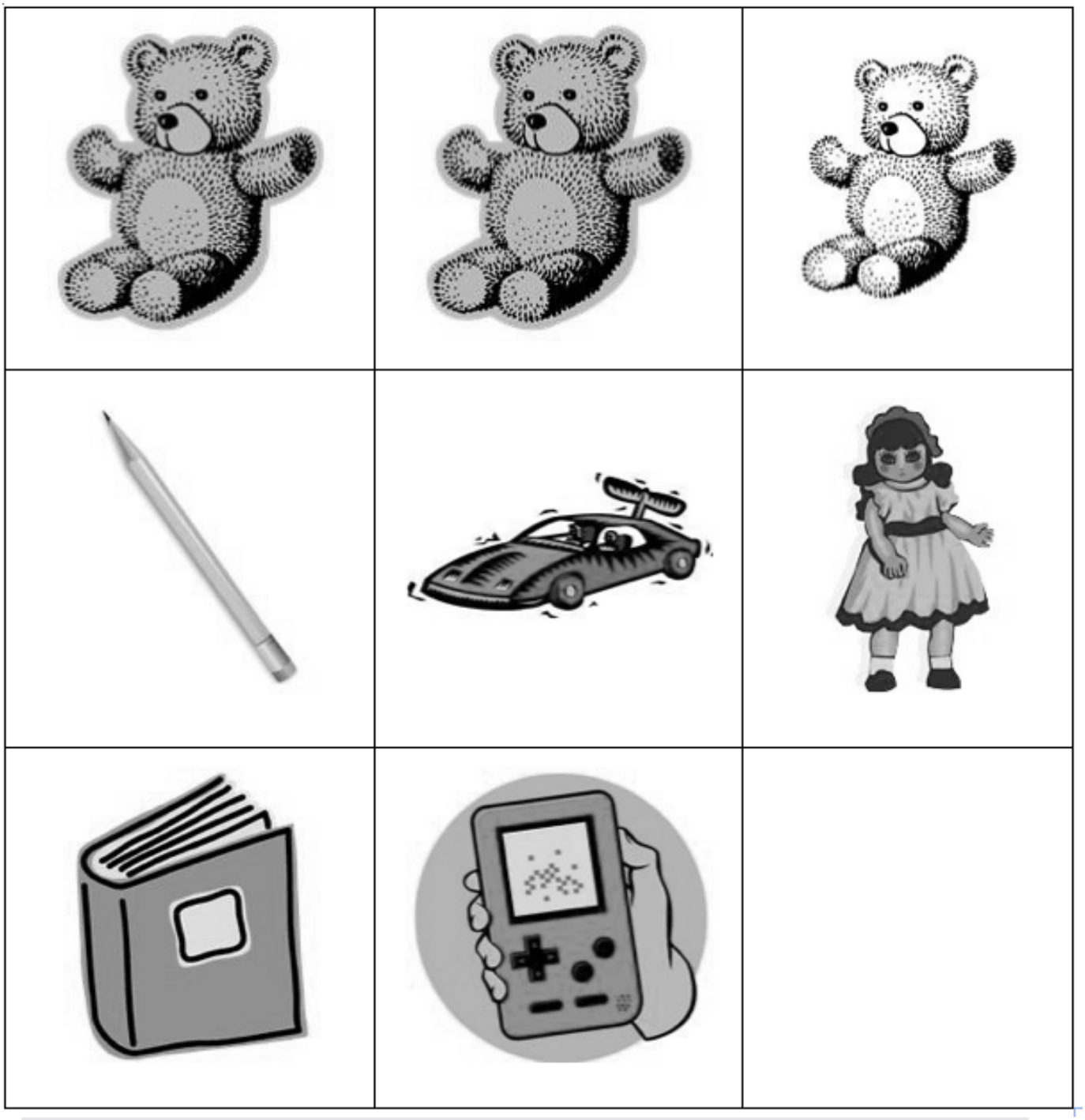
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category by count. (Limit category counts to be less than or equal to 10.)



Sorting Mat

Student Name _____

Numeral Writing

Student Name: _____

Topic E: Working with Numbers 6–8 in Different Configurations

Time Elapsed: _____

Materials: (S) 10 linking cubes (or other familiar classroom objects)

Topic E	(1) Counts the linking cubes (or other objects), puts them in a row, and writes the number 6	(2) Counts to 7 in the circular configuration, writes the number and identifies the 5-group	(3) Counts 8 cubes and gives a reasonable answer to how he/she knows there are 8
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: Please count 6 linking cubes, and put them in a row. (Pause.) Write the numeral 6.

T: (Arrange 7 cubes in a circular configuration.) Please count the cubes. (Pause.) Write the number 7. Show me the 5-group that's hiding in this group of cubes.

T: (Arrange 8 cubes into an array of 4 and 4.) How many cubes are there now? (Pause.) How did you know there were that many?

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic F: Working with Numbers 9–10 in Different Configurations

Topic F	(1) Solves the put together with result unknown problems using cubes	(2) Explains his/her thinking, citing the solution process	(3) Writes the number 9 and adds 1 more object and says and writes 10
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Rubric Score:_____Time Elapsed: _____

Materials: (S) 12 linking cubes (or other familiar classroom objects), brown construction paper mat to show the problem

T: Now, let's pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?

T: Use your words to tell me how you figured out the problem.

T: Write the number that tells how many bears there are eating leaves.

T: Another bear came. Show me the bears now. How many bears is that? Write that number.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic G: *One More* with Numbers 0–10

Topic G	(1) Identifies the numeral 5 as 1 more than the 4 (using dot cards)	(2) Identifies 7 as 1 more thant the numeral 6	(3) Places 7, 8 and 9 in order
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 cubes

T: (Hold up the card showing 4 dots.) Use the cubes to show me the number of cubes that is 1 more than this.

T: (Hold up the card showing the numeral 6.) Use the number cards to show me the numeral that's 1 more. How did you learn that?

T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8, and 9 cards out of order.)

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic H: *One Less* with Numbers 0–10

Time Elapsed: _____

Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 counting objects

Topic H	(1) Gives 10 as an answer, when shown 10 objects. Shows 1 less by removing 1 object and writes and says 9	(2) Identifies by touching the hidden number card and says 2,5,7,9	(3) Matches the dot cards to her corresponding hidden number card. Turns over the number cards after the dot cards are in place
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Place 10 objects in an array of two 5-groups.) How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now.

T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) Touch and tell me the hidden numbers. Don't turn over the cards, though!

T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.

What did the student do?	What did the student say?
1.	
2.	
3.	

End-of-Module Assessment Task Standards Addressed **Topics E–H**

Know number names and the count sequence.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

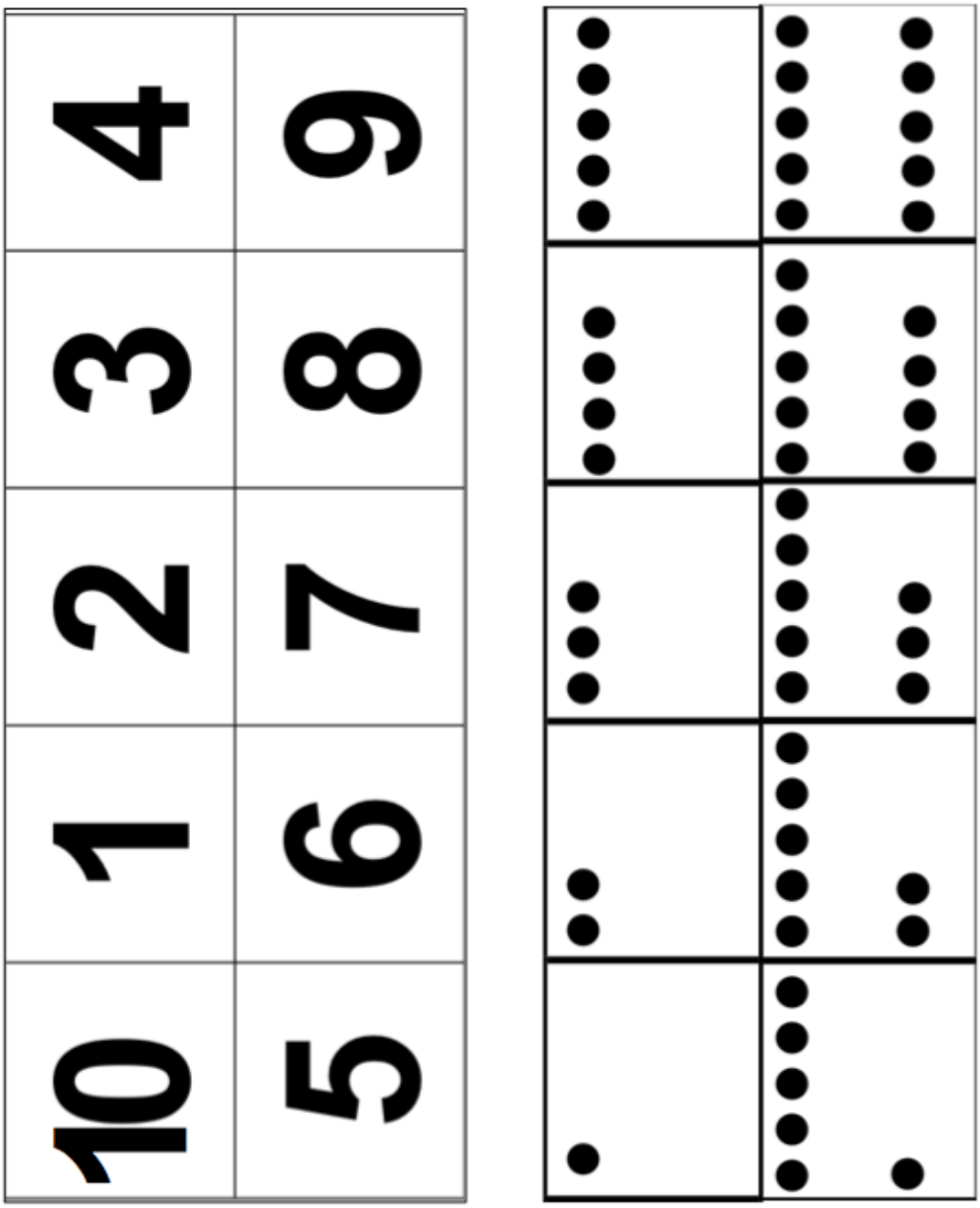
K.C.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.



numeral and dot cards

Kindergarten Mid-Module 3 Assessment (Administer after Topic D) Kindergarten End-of-Module 3 Assessment (Administer after Topic H)

This may well be the students' first assessment experience. Assessment time is a critically important component of the student–teacher relationship. It is especially important in the early grades to establish a positive and collaborative attitude when analyzing progress. Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

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(3) Use a stopwatch to document the elapsed time for each response.

Within each assessment, there is a set of problems targeting each topic. Each set is composed of three or four related questions. Document what the student did and said in the narrative, and use these questions to identify students mastery or non-mastery.

If the student is unable to answer and/or do the task you should record a score of non-mastery for that task/skill. However, if the student is unable to use her words to tell what he/she did, do not count that against her quantitatively. Be aware of the difference between a non-native English speaker's and a native English speaker's ability to articulate something. If the student asks for or needs a hint or significant support, provide either, but the score is automatically non-mastery. This ensures that the assessment provides a true picture of what a student can do independently.

House the assessments in a three-ring binder or student portfolio. By the end of the year, there will be 10 assessments for each student. Modules 1, 3, 4, and 5 have two assessments each, whereas Modules 2 and 6 have only one.

These assessments can be valuable for daily planning, parent conferences, and for Grade 1 teachers preparing to receive these students.

Student Name:_____

Topic A: Comparison of Length and Height

Time Elapsed: _____

Materials: (S) 6- and 9-inch pieces of string

Cover strings so each string has 3 inches exposed from a piece of paper. Let pieces be parallel to each other.

Topic A	(1) Says his/her words that we cannot know which is longer because part is hidden	(2) Uses the words longer than and shorter than correctly to compare	(3) Arranges the strings to share an endpoint	(4) States that the length is being compared or how long the strings are
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. Each piece of string is hiding under the paper. Can we tell which one is longer? Why or why not?
2. (Uncover them.) Compare this string to this string. Use the words *longer than*.
3. Move the strings so that they line up on one end.
4. Compare these strings now. Use the words *shorter than*.
5. When we use the words *longer than* or *shorter than*, what are we comparing?

What did the student do?	What did the student say?
1. 2. 3. 4. 5.	

Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10

Time Elapsed: _____

Materials: (S) Two linking cube sticks of 5 and one linking cube stick of 7, 9-inch piece of string

1. (Present a 5-stick and the 7-stick.) Compare the length of these two sticks. Use the words *longer than*.
2. Compare the length of one 5-stick to the length of this string. (Show the 9-inch string from Topic A.) Use the words *shorter than*.
3. Break this 5-stick into two parts. Compare the length of this 5-stick (hand student another 5-stick) to the length of the two sticks you are holding now.

Topic B	(1) Says the 7 stick is longer than the 5 stick	(2) Says the 5 stick is shorter than the 9 inch string	(3) Says the two smaller sticks are the sames as the 5 stick. (ex. 3 stick and 2 stick)
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic C: Comparison of Weight

Time Elapsed: _____

Materials: (S) Balance scale, pennies, centimeter cubes, 1 light book, 1 heavy book, 1 marker

Topic C	(1) Uses the words heavier than and lighter than correctly to compare	(2) Balances the scale with the pennies or cubes and says how many pennies or cubes are the same as the weight of the marker	(3) States that weights are being compared or how much something weighs
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. Compare the weight of this book to the weight of this book. Use the words *heavier than*.
2. Put the scissors and the ruler on the balance scale. Use the words *lighter than* to compare their weights.
3. Use the scale to show how many cubes are the same weight as the marker. How many cubes are the same weight as the marker?
4. Use the scale to show how many pennies are the same weight as the marker. How many pennies are the same weight as the marker? Tell me anything else you notice.
5. When we use the words *lighter than* or *heavier than*, what are we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

Topic D: Comparison of Volume

Topic D	(1) Uses the word more than correctly to compare	(2) Measures the object (rice) using the small container and identifies that there are four containers	(3) States the capacity is being compared or how much the cup holds
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) 1 small container (⅛ cup), 1 plastic cup with ½ cup of rice in it, 1 small bowl filled with rice, tub for pouring rice from bowl into cup

1. Compare the capacity of this bowl and this cup. Use the words *more than*. (The student may want to pour to assess or will simply observe to make the comparison.)
2. How many small containers of rice hold the same amount of rice as this large container? (Watch to see what the student does. Ask the student to use the small container to prove his or her answer if the container is not used without prompting.)
3. When we just used the words *more than* or *less than*, what were we comparing?

What did the student do?	What did the student say?
1.	
2.	
3.	

Mid-Module Assessment Task Standards Addressed	Topics A–D

Describe and compare measurable attributes.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Student Name _____

Topic E: Are There Enough?

Time Elapsed: _____

Materials: (T) 7 spoons, 8 bowls, 6 1 inch × 1 inch squares, 1 2 inch × 3 inch square piece of paper

Topic E	(1) Places squares on the paper to see if they fit	(2) Shows there are not enough spoons for the bowls	(3) Uses words more than and less then to compare spoons and bowls
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. Is there enough space on this paper for all these squares? Show me how you know.
2. Are there enough spoons for the bowls? Show me how you know.
3. Use the words *more than* to compare the spoons and bowls.
4. Use the words *less than* to compare the spoons and bowls.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic F: Comparison of Sets Within 10

Time Elapsed: _____

Materials: (S) 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes

Topic F	(1) Shows which set is more and states that 6 is more than 4	(2) Shows a set equal to 4	(3) Shows a set 1 more than 6	(4) Shows a set 1 less than 10
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. Which set has more cubes? (Show the set of 6 cubes and the set of 4 cubes.)
2. Make a set that has the same number of cubes as this one. (Present the set with 4 cubes.) Tell me what you are doing.
3. Make a set that has 1 more cube than this set. (Present the set with 6 cubes.)
4. Make a set that has 1 less cube than this set. (Present a set with 10 cubes.)

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic G: Comparison of Numerals

Time Elapsed: _____

Materials: (T) 12 loose linking cubes

1. (Present a set with 7 cubes and a set with 5 cubes.) Put these objects in lines to match and compare them.
2. Which number is more? Less?
3. (Write the numerals 8 and 4.) Use the words *more than* to compare these two numerals.

Topic G	(1) Puts objects in line to match and compare them.	(2) Uses more than and less than to compare 7 and 5	(3) Compares the numerals 8 and 4
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic H: Clarification of Measurable Attributes

Time Elapsed: _____

Materials: (T) Empty juice box with the top cut off, cup full of rice, linking cube stick of 7, balance scale, many additional cubes, student scissors, tub for pouring rice from cup to juice box

Topic H	(1) Uses language and appropriate tools to compare the length of the box to the stick	(2) Uses language and appropriate tools to compare the weight of the box to the scissors or number of cubes on the balance scale	(3) Uses language and appropriate tools to compare the capacity of the box using the rice
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. Compare the length of this juice box to the length of this stick. Use your words.
2. Compare the weight of this juice box to the weight of this pair of scissors. Use your words.
3. Compare the weight of this juice box to the weight of the cubes. How many cubes weigh the same as the juice box? Use your words. (If the student does not use the balance scale but makes a thoughtful guess, encourage use of the scale to confirm the estimate.)
4. Compare the capacity of this juice box to this cup.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

End-of-Module Assessment Task Standards Addressed	Topics E–H

Compare numbers.

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

Describe and compare measurable attributes.

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Kindergarten Mid-Module 4 Assessment (Administer after Topic D)

Kindergarten End-of-Module 4 Assessment (Administer after Topic H)

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Student Name _____

Topic A: Compositions and Decompositions of 2, 3, 4, and 5

Time Elapsed: _____

Topic A	(1) Tells a decomposition story, saying the numbers that match his/her movement of the objects	(2) Selects 5 linking cubes and puts them in the whole of the number bond mat	(3) Correctly fills the number bond with numerals 5,3, and 2
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Materials: (S) Number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals

T: (Put 4 toy animals in the whole's place on the number bond. Orient the whole toward the top.) Tell me a story about part of the animals going here (point to part of the number bond) and part of the animals going here (point to the other part of the number bond). Move the animals as you tell your story.

T: (Turn the number bond mat so that the parts are on top. Put 3 connected linking cubes and 2 connected linking cubes in the parts of the number bond.) Use these linking cubes (present the tub) to complete this number bond. (Students should put 5 linking cubes into the whole's place.)

T: Replace your cubes with numbers.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic B: Decompositions of 6, 7, and 8 into Number Pairs

Time Elapsed: _____

Materials: (S) Two 5-sticks of same-colored linking cubes, number bond mat in personal white board, tub of loose linking cubes

Topic B	(1) Shows 6 cubes	(2) Holds up left hand and the thumb of right hand to show 6 when asked to show 6 the Math Way	(3) Makes a nmber bond for 7 and 8 using any correct combination	(4) Fills all parts of the number bond
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Put a 5-stick of the same-colored linking cubes and a tub of loose same-colored linking cubes in front of the student.) Show me 6 with the cubes. Show me 6 fingers the Math Way.

T: (Place the tub of loose linking cubes, two 5-sticks, and the number bond mat in front of the student.) Use the cubes to show me a number bond for 7.

T: (Put the number bond in a different orientation. Write 8 in the whole of the number bond in front of the student. Be sure that linking cubes are accessible so that the student may use linking cubes or drawings as support if needed.) Use your marker to complete this number bond. (Note how the student strategizes to solve the problem. What is she using to decompose 8, e.g., mental math, cubes, fingers, drawings? How does she know the quantities for each part: subitizing, counting all, counting on, etc.?)

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic C: Addition with Totals of 6, 7, and 8

Topic C	(1) States what each number in the number sentence refers to (addition)	(2) Writes all the correct numbers in the blanks: 5 + 3 = 8	(3) Writes an addition sentence to match his/her own story
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) Personal white board, story problem Templates 1–3, 10 linking cubes (5 red and 5 blue)

T: (Place Template 1 in front of the student, and give him the unconnected linking cubes.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 6 cubes. 2 were red, and 4 were blue. (Write 6 = 2 + 4 on the white board while talking.) Tell me what the 6 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 4 is telling about in my story.

T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 5 white puppies and 3 brown puppies in the yard. How many puppies were in the yard? (Write__+_____=_____on the personal white board.) Write the numbers in the addition sentence that match this story.

T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob has 7 toy cars. He puts some on the shelf and the rest in his toy box. How many could be in each place? Write an addition sentence that matches your story.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic D: Subtraction from Numbers to 8

Topic D	(1) States what each number in the number sentence refers to (subtraction)	(2) Writes all the correct numbers in the blanks 8 – 5 = 3	(3) Writes a subtraction sentence to match the story: 7 – 4 = 3
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) Personal white board, story problem Templates 2–4, 10 red linking cubes

T: (Place Template 4 in front of the student in the personal white board.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 7 cubes. A boy came and took 2 away. (Cross out 2 cubes, and write 7 – 2 = 5 below the cubes.) Tell me what the 7 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 5 is telling about in my story.

T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 8 puppies in the yard. 5 went into the doghouse. How many puppies were still in the yard? (Write – ___ = ___ on the board.) Write the numbers in the subtraction sentence to match this story.

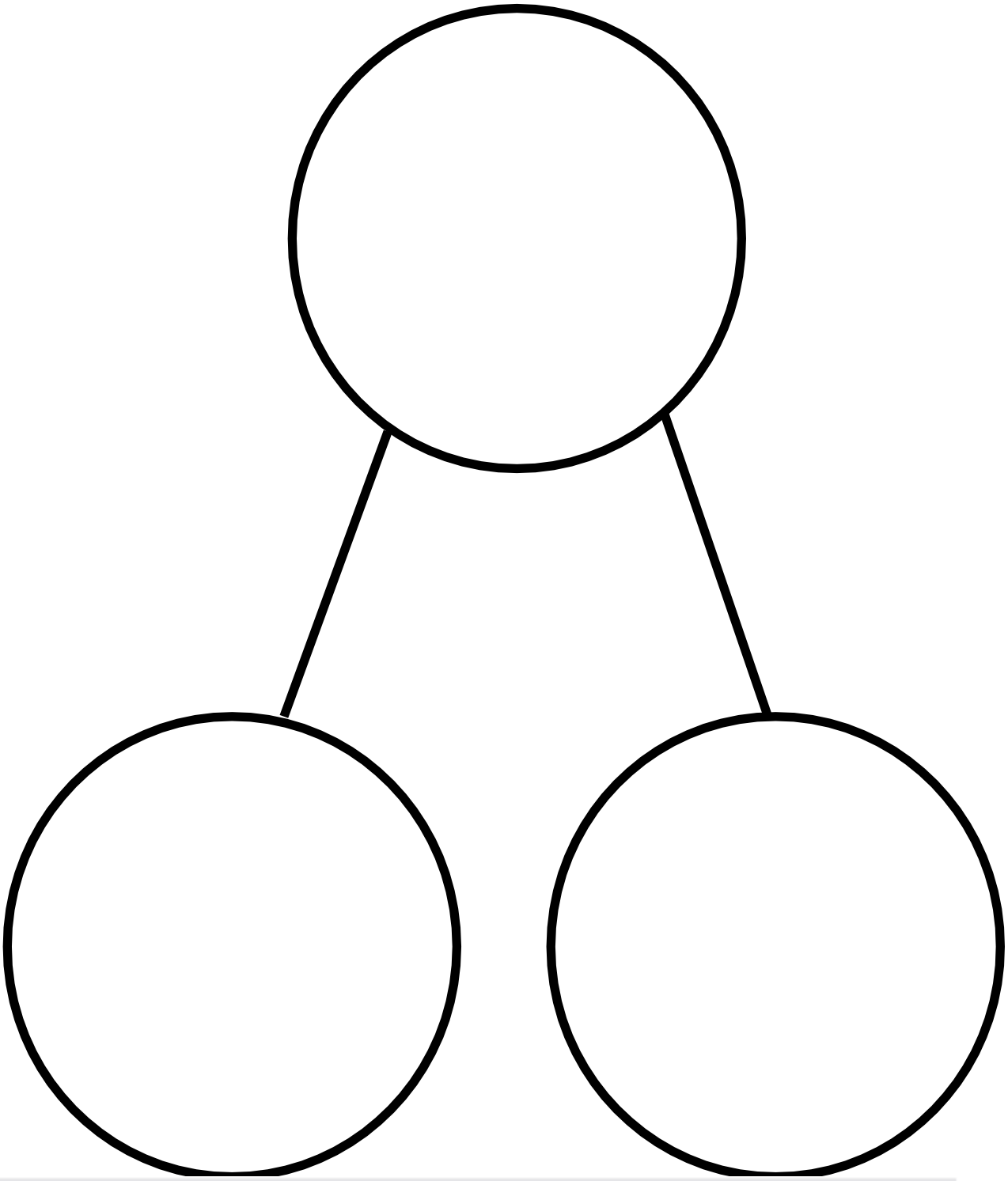
T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob has 7 toy cars. He puts 4 cars away in his toy box. How many cars is Jacob still playing with? Write a subtraction sentence that matches this story.

What did the student do?	What did the student say?
1.	
2.	
3.	

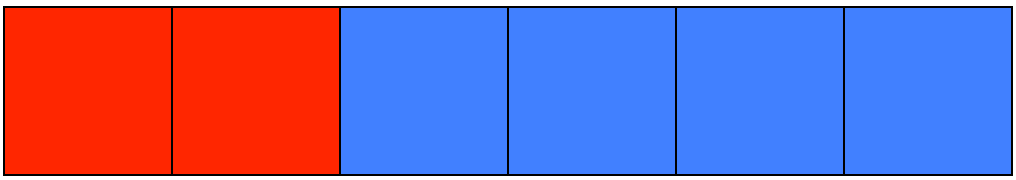
Mid-Module Assessment Task Standards Addressed	Topics A–D

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)
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.
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
K.OA.5	Fluently add and subtract within 5.



Template 1



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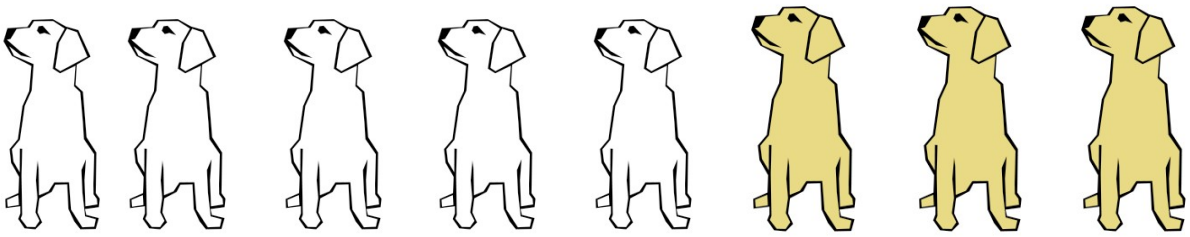
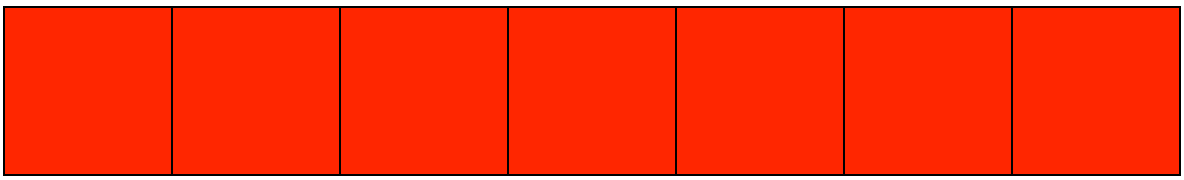


Template 3

Template 4



Student Name _____

Topic E: Decompositions of 9 and 10 into Number Pairs

Time Elapsed: _____

Topic E	(1) Writes a number pair for 10 in the number bond	(2) Represents the story using cubes and a number bond
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Materials: (S) Personal white board, number bond mat, 10 loose cubes, 2 pieces of construction paper

T: (Put the number bond mat in the personal white board, and write 10 in the whole's place.) Use your marker to complete this number bond.

T: Anya's friends brought her 9 presents. They put some of the presents on one table and the rest on the other table. (Place the two pieces of construction paper in front of the student to represent each table.) Use the cubes to show me how Anya's presents could look. Now, draw a number bond about Anya's presents.

What did the student do?	What did the student say?
1.	
2.	

Topic F: Addition with Totals of 9 and 10

Time Elapsed: _____

Materials: (S) Personal white board, 9 dots (Template 1), cars (Template 2), flowers (Template 3), 10 linking cubes

Topic F	(1) Identifies and writes 5 for the dark dots and 4 for the light dots in the equation or writes a different correct number pair for 9	(2) Writes all the correct numbers in the addition sentence 6 + 4 =10 or 4 + 6 =10	(3) Writes a correct addition sentence that matches the story 10 = 8 + 2 or 8 + 2 = 10
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Show Template 1 to the student, and write 9 =_____+_____on the personal white board.) Look at the 5-group dots. How can the dots help you fill in the blanks of the equation? Fill in the blanks.

T: (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 6 orange cars in the parking lot. 4 green cars drove in. How many cars are in the parking lot now? (Write ___ + ___ = ___ on the board.) Write the numbers in the addition sentence to match the story.

T: (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 10 flowers. 8 of them were red, and 2 of them were blue. Write an addition sentence that matches this story.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic G: Subtraction from 9 and 10

Time Elapsed: _____

Materials: (S) 10 linking cube stick (5 cubes one color, 5 cubes a different color), 9 crayons, brown paper bag, personal white board, paper, and pencil

Topic G	(1) Represents and records 9 – 1 = 8 clearly using a drawing or equation	(2) Orally answers the questions being asked and writes numbers in the blanks of the subtraction sentence that represent what happened with the cubes	(3) Breaks off a different number of cubes and records work with an equation
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Give the student a piece of paper and a pencil.) Listen to my story, and watch what I do. When I'm finished, you are going to record what you hear and see on your paper. You can use a drawing or a subtraction sentence. I have 9 crayons. I'm going to put 1 in this paper bag. How many crayons are left?

T: (Give the student the 10-stick of linking cubes.) How many cubes? Break off some cubes, and put them on the table. How many did you break off? How many are still in your hand? (As the student tells you how many cubes, write ___ – ___ = ___ on the personal white board.) Write the numbers in the blanks that tell what you did with the linking cubes.

T: (Connect the cubes, and erase the board. Place both items in front of the student.) Break off a different number this time, and record your work by writing a subtraction sentence.

What did the student do?	What did the student say?
1.	
2.	
3.	

Topic H: Patterns with Adding 0 and 1 and Making 10

Topic H	(1) Counts 5 cubes and answers 5 to each of the questions about zero	(2) Answers 6 and 7 as he/she puts 1 more cube on the 5 stick	(3) Selects the correct equations for both parts of the story: 5 + 3 = 8 and 8 – 3 = 5	(4) Answers 1 and writs 9 + 1 = 10	(5) Correctly draws 7 dots in a 5 group pattern and answers 3 orally ans writes 7 + 3 = 10
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) 9 dots (Template 1), number sentences (Template 4), linking cubes, personal white board

T: (Place 5 loose linking cubes of the same color in front of the student.) Count and put the cubes together. How many cubes are there? Take zero cubes away. How many cubes are left? Put zero cubes on your stick. How many cubes are there in all?

T: (Student is still holding his 5-stick from the previous question. Put 5 loose linking cubes of different colors in front of the student.) Put 1 more cube on your stick. How many cubes are there? Put 1 more cube on your stick. How many cubes now?

T: (Place Template 4 in front of the student.) Listen to my story. Hold up the equation that matches my story. 5 fish were swimming in a pond. Then, 3 frogs jumped in the pond. Now, there are 8 animals in the pond. Which equation matches my story?

Listen to some more. There were 8 animals in the pond. The 3 frogs jumped out and went home. Now, there are 5 animals in the pond. Which equation matches my story?

T: (Put Template 1 in front of the student.) How many more does 9 need to be 10? Write an equation that shows how many 9 needs to make 10.

T: (Give the student the personal white board and marker.) Draw the number 7 using a 5-group. How many more does 7 need to make 10? Write an equation that shows how many 7 needs to make 10.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	
5.	

End-of-Module Assessment Task Standards Addressed	Topics E–H

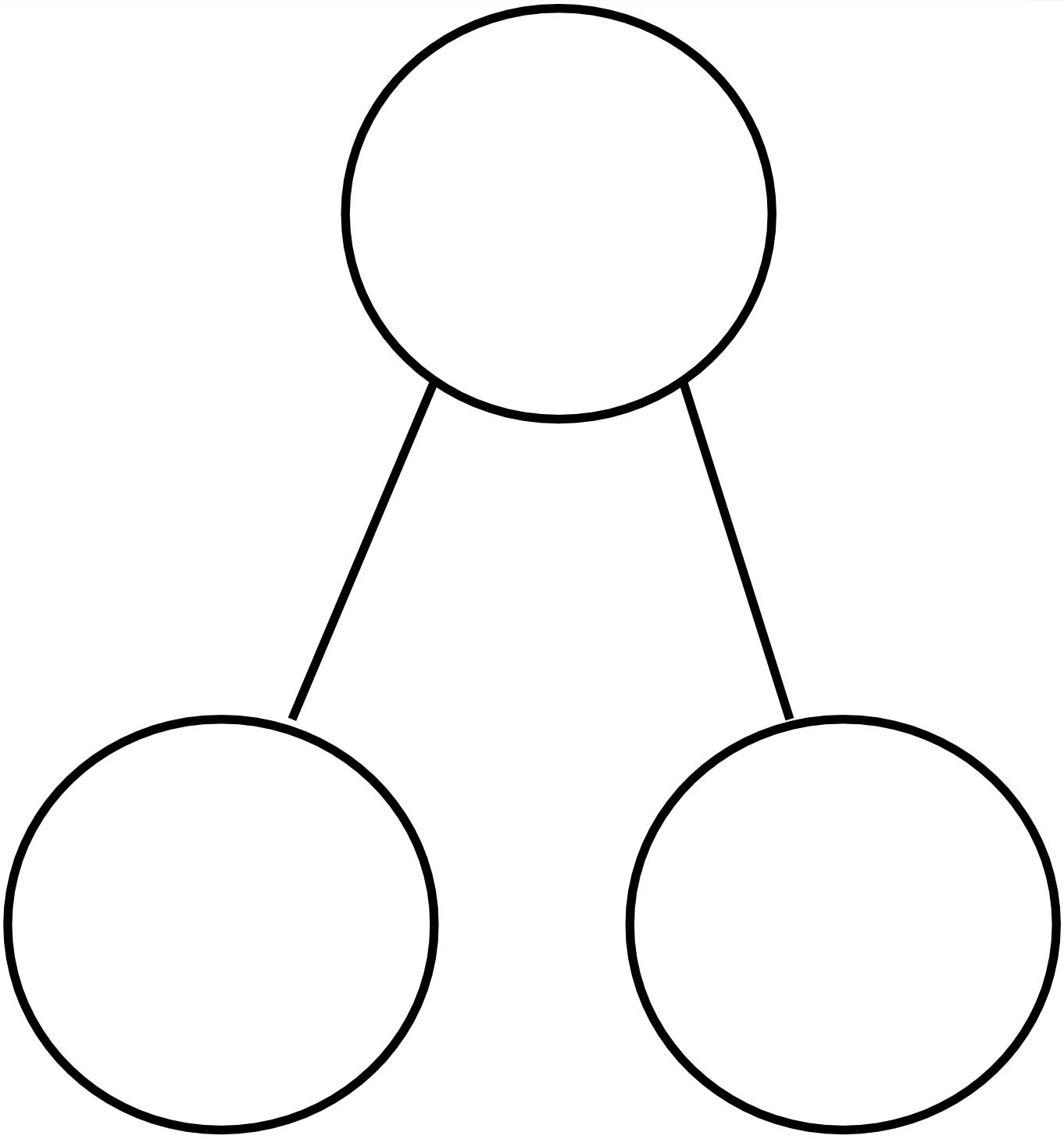
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)

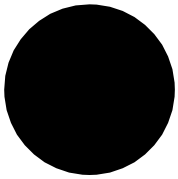
K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

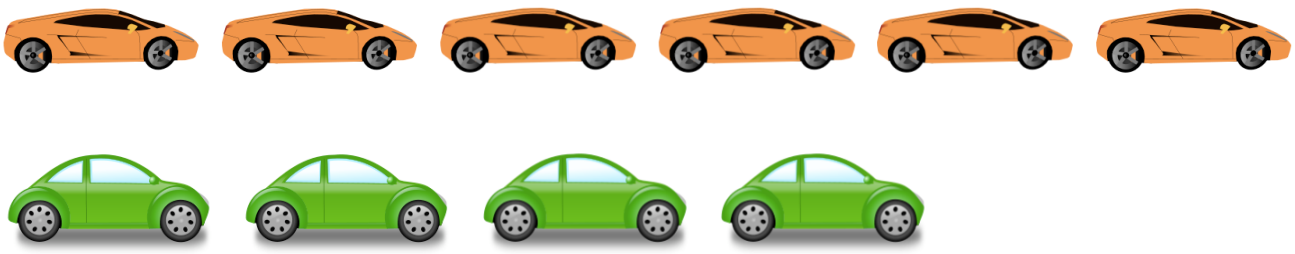
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.



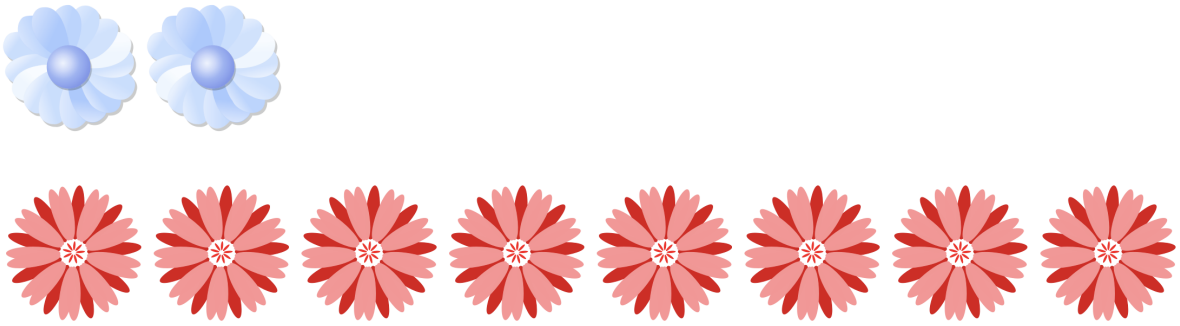
Template 1



Template 2



Template 3



Template 4

5 + 3 = 8
8 –3=5
5 – 3=2

Kindergarten Mid-Module 5 Assessment (Administer after Topic C)

Kindergarten End-of-Module 5 Assessment (Administer after Topic E)

This may well be the students' first assessment experience. Assessment time is a critically important component of the student–teacher relationship. It is especially important in the early grades to establish a positive and collaborative attitude when analyzing progress. Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

Please use the specific language of the assessment and, when possible, translate for non-English speakers (this is a math rather than a language assessment). If a student is unresponsive, wait about 15 seconds for a response. Record the student's results in two ways: (1) the narrative documentation after each topic set and (2) Record score of mastery or non-mastery on Student Report Card Skills Checklist. *This checklist should be included in the students cumulative folder.*
(5) Use a stopwatch to document the elapsed time for each response.

Within each assessment, there is a set of problems targeting each topic. Each set is composed of three or four related questions. Document what the student did and said in the narrative, and use these questions to identify students mastery or non-mastery.

If the student is unable to answer and/or do the task you should record a score of non-mastery for that task/skill. However, if the student is unable to use her words to tell what he/she did, do not count that against her quantitatively. Be aware of the difference between a non-native English speaker's and a native English speaker's ability to articulate something. If the student asks for or needs a hint or significant support, provide either, but the score is automatically non-mastery. This ensures that the assessment provides a true picture of what a student can do independently.

House the assessments in a three-ring binder or student portfolio. By the end of the year, there will be 10 assessments for each student. Modules 1, 3, 4, and 5 have two assessments each, whereas Modules 2 and 6 have only one.

These assessments can be valuable for daily planning, parent conferences, and for Grade 1 teachers preparing to receive these students.

Student Name _____

Topic A: Count 10 Ones and Some Ones

Time Elapsed _____

Materials: (S) 19 loose straws (or another set of objects in the classroom)

Topic A	(1) Counts 10 objects into a pile, and then 6 objects	(2) Counts from 1 to 16	(3) Counts the Say Ten Way starting with the group of 10
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: Count 10 straws into a pile. Whisper while you count so I can hear you. T: Count 6 more straws into a different pile.

T: Count 10 straws and 6 more straws the Say Ten way. (Pause.) How many straws do you have? (If the student says the number the Say Ten way, ask the student to also say it the regular way.)

What did the student do?	What did the student say?

Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers

Time Elapsed _____

Materials: (S) 19 cubes, work mat, marker, Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1 Fluency Template 2)

Topic B	(1) Counts 13 Cubes and selects both the 10 and 3 Hide Zero Cards to accurately make 13	(2) Identifies a group of 10 as being representative of the 1 in the numeral 13	(3) Writes the numeral 16
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Show the numeral 13.) Move this many cubes onto your work mat.

T: Use the Hide Zero cards to show the number of cubes on your work mat.

T: Hand me the cubes that the 1 is telling us about. (Point to the 1 of 13 on the numeral 13.) T: (Put 3 more cubes.) This is 16 cubes. Please write the number 16 on your work mat.

What did the student do?	What did the student say?

Topic C: Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations

Time Elapsed _____

Materials: (S) 19 cubes

Topic C	(1) Count 12 cubes	(2) Arranges and counts each array and knows the total is 12 without recounting	(3) Arranges and counts in a circle and knows the total is 12 without recounting
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Set out 15 cubes in a scattered configuration.) Count 12 cubes into a straight line. (Pause.) How many cubes are there counting the regular way? The Say Ten way?

T: Move the cubes into 2 rows.

a. How many cubes are there? (Assessing for conservation.)

b. Please show me how you count these cubes that are now in rows.

T: Move the cubes into a circle.

a. How many cubes are there? (Assessing for conservation.)

b. Please show me how to count these cubes that are now in a circle.

T: Put one more cube in your circle. How many cubes do you have now?

What did the student do?	What did the student say?

K.MD.B.3 – Identify the penny, nickel, dime, and quarter and recognize the value of each. This is not included in the Eureka Assessment.

Materials needed: 1 penny, 1 nickel, 1 quarter

Please provide a coin for students to identify and state the value of each for this portion of the assessment:

Topic Money	(1) Identifies and states the value of a penny	(2) Identifies and states the value of nickel	(4) Identifies and states the value of a dime	(3) Identifies and states the value of a quarter
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. T: Set a penny in front of the student. Can you tell me the name of this coin? What is the value of this coin?

2. T: Set a quarter in front of the student. Can you tell me the name of this coin? What is the value of this coin?

3. T: Set a nickel in front of the student. Can you tell me the name of this coin? What is the value of this coin?

4. T: Set a dime in front of the student. Can you tell me the name of this coin? What is the value of this coin?

What did the student do?	**What did the student say?**
1.	
2.	
3.	
4.	

Mid-Module Assessment Task Standards Addressed — Topics A–C

Know number names and the count sequence.

K.CC.1 Count to 100 by ones, fives and by tens. Count backward from 10.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

K.C.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Work with numbers 11–19 to gain foundations for place value.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Student Name: _____

Topic D: Extend the Say Ten and Regular Count Sequence to 100

Time Elapsed _____

Topic D	(1) Counts by 10's using the Say Ten and regular way	(1a) Counts by 5's the regular way	(1b) Counts backwards from 10 by ones	(2) Counts the dots from 11 to 20 the Say Ten way	(3) Counts from 28 to 32 the regular way	(4) Counts a number between 11 and 20 the regular way
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Materials: (T) 10 small 10-frame cards (Lesson 15 Template 2)

Set out the 10-frame cards.

T: (Set out two 10-frame cards.) How many dots are on these cards? Touch and count each dot the regular way. Whisper while you count so I can hear you.

T: Please count the dots from 11 to 20 the Say Ten way.

T: Please count by 10s to 100 the Say Ten way.

T: Please count by 10s to 100 the regular way.

T: Please count by 5's the regular way.

T: Pelase count backwards from 10 by ones.

T: Start at 28. Count up by 1s and stop at 32 the regular way. (If the student is unable to do this, try 8 through 12, then 18 through 22.

What did the student do?	**What did the student say?**

Topic E: Represent and Apply Compositions and Decompositions of Teen Numbers

Time Elapsed _____

Materials: (S) 17 centimeter cubes, number bond (Lesson 7 Template) within a personal white board, eraser

Topic E	(1) Counts 17 Cubes into an array or line	(2) Separates 10 cubes and correctly writes 17 as the whole and 10 and 7 as parts of 17	(3) Writes and accurate addition sentence and reasonably connects both representations
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

T: (Set out 17 cubes.) How many cubes are there? (Note the arrangement in which the student counts. If the student does *not* arrange cubes into a straight line or array, do so for the student.)

T: Separate 10 cubes into a group.

T: Write 17 as a number bond on your personal white board using 10 ones as one of the parts. (Be sure to have students write the numerals.)

T: (Write 17 = _____ + _____.) Make an addition sentence to match your number bond. T: How are your number bond and your addition sentence the same?

What did the student do?	What did the student say?

End-of-Module Assessment Task Standards Addressed	Topics D–E

Know number names and the count sequence.

K.CC.1 Count to 100 by ones, fives and by tens. Count backward from 10.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

K.C.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Work with numbers 11–19 to gain foundations for place value.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Student Name _____

Topic A: Two-Dimensional Flat Shapes

Time Elapsed: _____

Materials: (S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distractors (see Geometry Progression, p. 6)

Topic A	(1) Identifies and describes several attributes of the shape from the environment that match the shape being shown to him/her (triangles, squares……)	(2) Sorts all indicated shapes from several typical variant and distracting shapes	(3) Selects indicated shape and positions this shape below, next to or beside another indicated shape
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. (Hold up a rectangle. Use different shapes for each student.) Point to something in this room that is the same shape, and use your words to tell me all about it. How do you know they are the same shape?
2. (Place several typical, variant, and distracting shapes on the desk. Be sure to include three or four triangles.) Please put all the triangles in my hand. How can you tell they were all triangles?
3. (Hold up a rectangle.) How is a triangle different from this rectangle? How is it the same?
4. (Place five typical shapes in front of the student.) Put the circle next to the rectangle. Put the square below the hexagon. Put the triangle beside the square.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic B: Three-Dimensional Solid Shapes

Topic B	(1) Identifies and describes several attributes of the solid from the environment that match the solid being shown to him/her (cone, cylinder)	(2) Sorts all indicated solids	(3) Selects indicated solid and positions this solid above, in front of, or behind the indicated solid
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) 1 cone; 3 cylinders (wooden or plastic); a variety of real solid shapes (e.g., soup can, paper towel roll, party hat, ball, dice, or an unsharpened cylindrical—not hexagonal prism—pencil)

1. (Hand a cylinder to the student.) Point to something in this room that is the same solid shape, and use your words to tell me all about it.
2. (Place seven solid shapes in front of the student including three cylinders: wooden, plastic, and realistic.) Put all the cylinders in this box.
3. (Show a cone.) How is the cylinder you are holding different from this cone? How is it the same?
4. (Place the set of solid shapes in front of the student.) Put the cube in front of the cylinder. Put the sphere behind the cone. Put the cone above the cube.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic C: Two-Dimensional and Three-Dimensional Shapes

Topic C	(1) Correctly sorts the shapes into two groups and is able to clearly state the reason the shapes belong to each group.	(2) Is able to sort the shapes again according to a different attribute and is able to state sucn an attribute
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Rubric Score:_____Time Elapsed:

_____

Materials: (T/S) Set of flat and solid shapes (do not use the paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

1. Can you sort these shapes into one group of flat shapes and one group of solid shapes?
2. Tell me about your groups. What is the same about both groups? What is different?
3. Can you sort these shapes a different way? Tell me about your new groups. What is the same? What is different?

What did the student do?	What did the student say?
1.	
2.	
3.	

End-of-Module Assessment Task Standards Addressed **Topics A–C**

Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Student Name _____

Topic A: Building and Drawing Flat and Solid Shapes

Time Elapsed: _____

Materials: (S) 1 set of four 3" straws, 1 set of four 5" straws (separated by length for the student), small clay balls for connectors, 5 real-world items with familiar shapes (e.g., book, clock, including a square and rectangle), pattern block shapes (Template 1)

Topic A	(1) Builds a square using four equal straws (or other objects)	(2) Selects real-world object that matches the square built
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

1. (Place all straws and formed clay connecting balls in front of the student.) Build a square.
2. (Place solid shapes in front of the student.) Choose one object that has the shape you just built.
3. (Place pattern blocks template in front of the student horizontally.) The star is the beginning. Point to the third shape. Point to the seventh shape.
4. (Turn the template vertically.) The star is the beginning. Point to the first shape. Point to the ninth shape.

What did the student do?	What did the student say?
1.	
2.	
3.	
4.	

Topic B: Composing and Decomposing Shapes

Topic B	(1) Makes a rectangle without much hesitation	(2) Makes the square with very little trial and error	(3) Completes the puzzle using the correct pattern blocks so that nothing extends past the puzzle border.
Date Tested	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)	Mastered (M) Non-mastered (X)

Time Elapsed: _____

Materials: (S) Pattern blocks, 2 right triangles (Template 2), 3-piece square puzzle (Template 3, cut into 3 pieces), puzzle template (Template 4)

1. (Give the student two right triangles.) Use these triangles to make a rectangle.
2. (Give the student the 3-piece paper square puzzle disassembled.) This was a square. Then, I cut it into three pieces. Can you put it together so it makes a square again?
3. (Place the pattern blocks and puzzle template in front of the student.) Use your pattern blocks to complete the puzzle.

What did the student do?	What did the student say?
1.	
2.	
3.	

End-of-Module Assessment Task Standards Addressed	Topics A–B

Count to tell the number of objects.

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

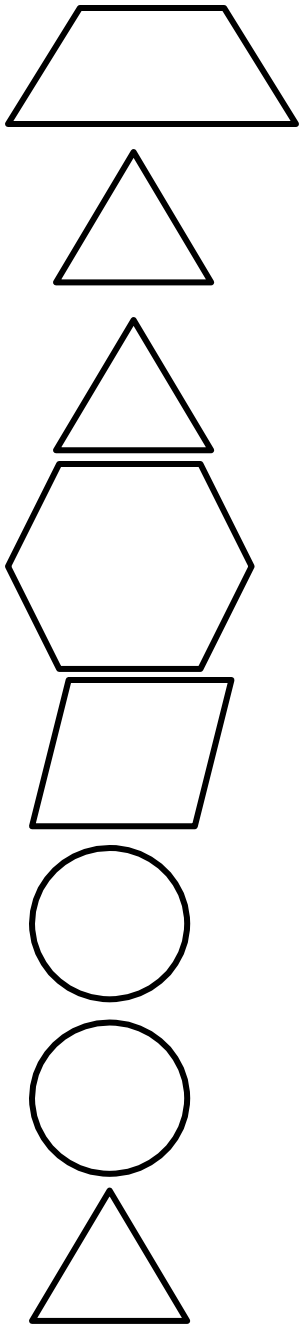
Analyze, compare, create, and compose shapes.

K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

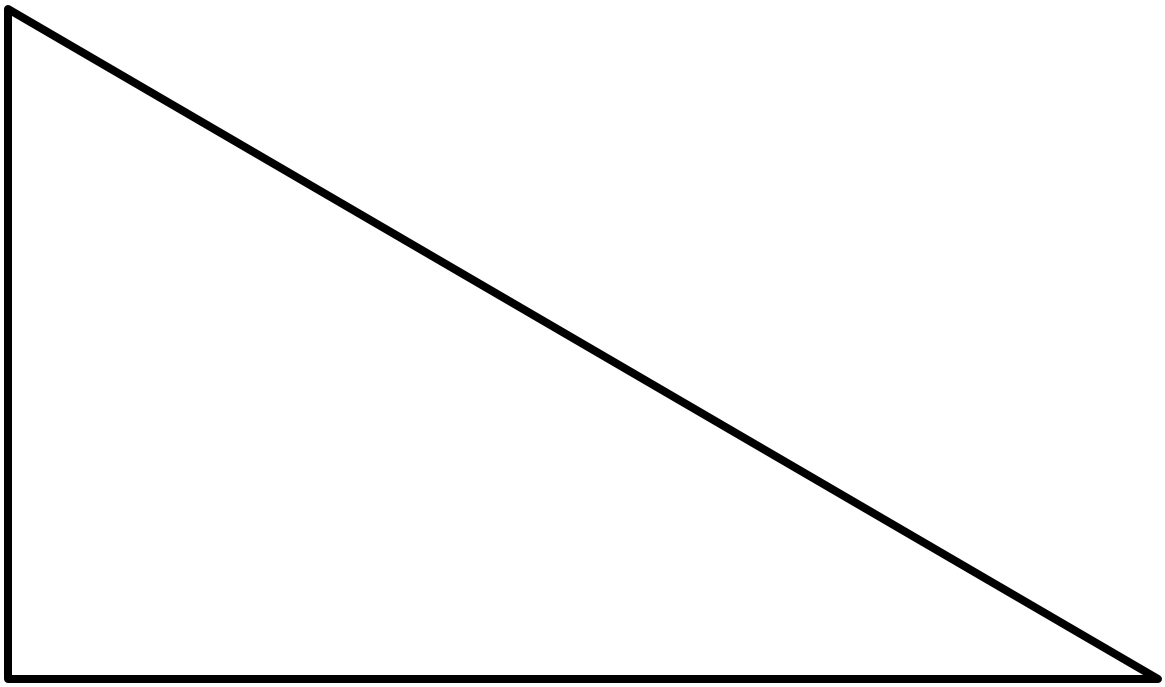
K.G.6 Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

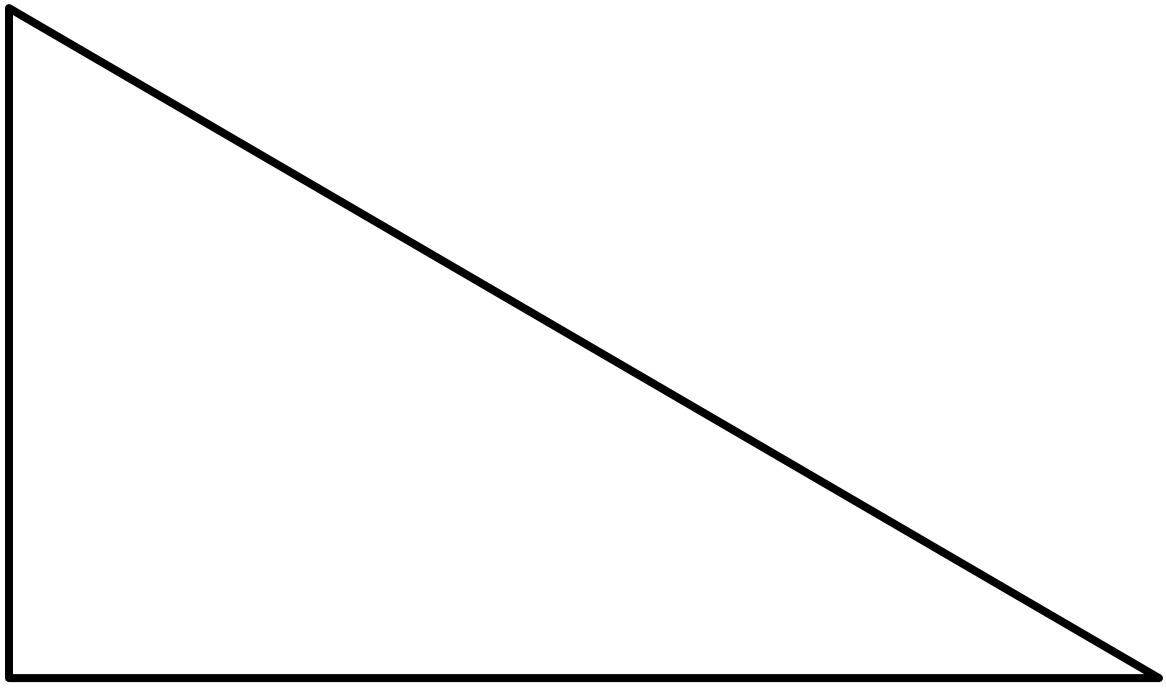
Template 1

pattern block shapes



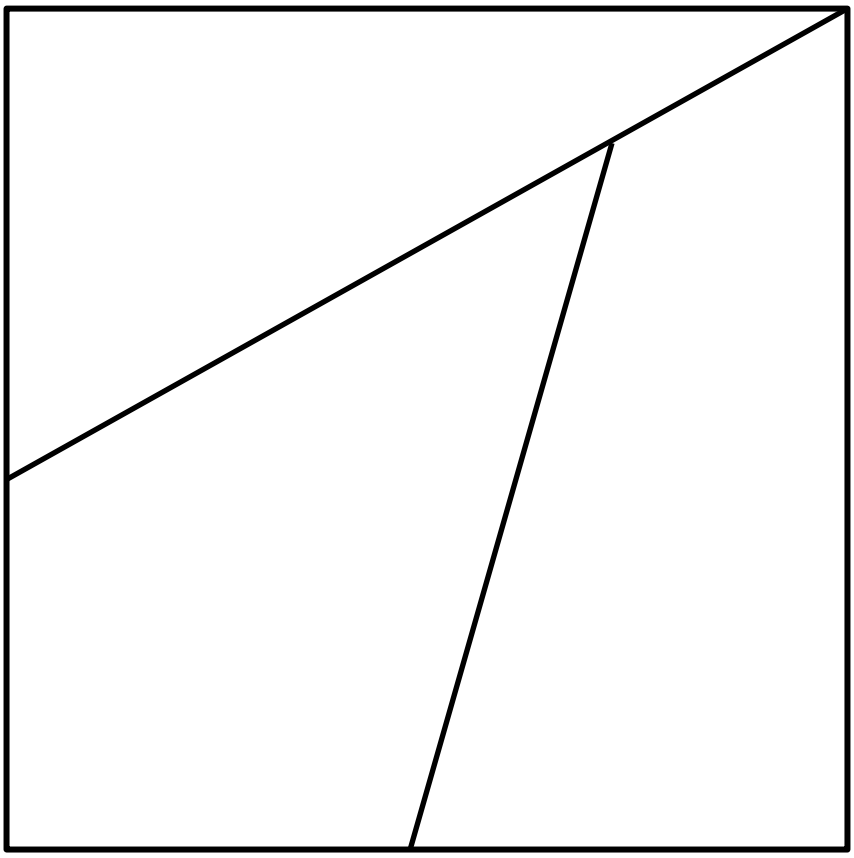
Template 2



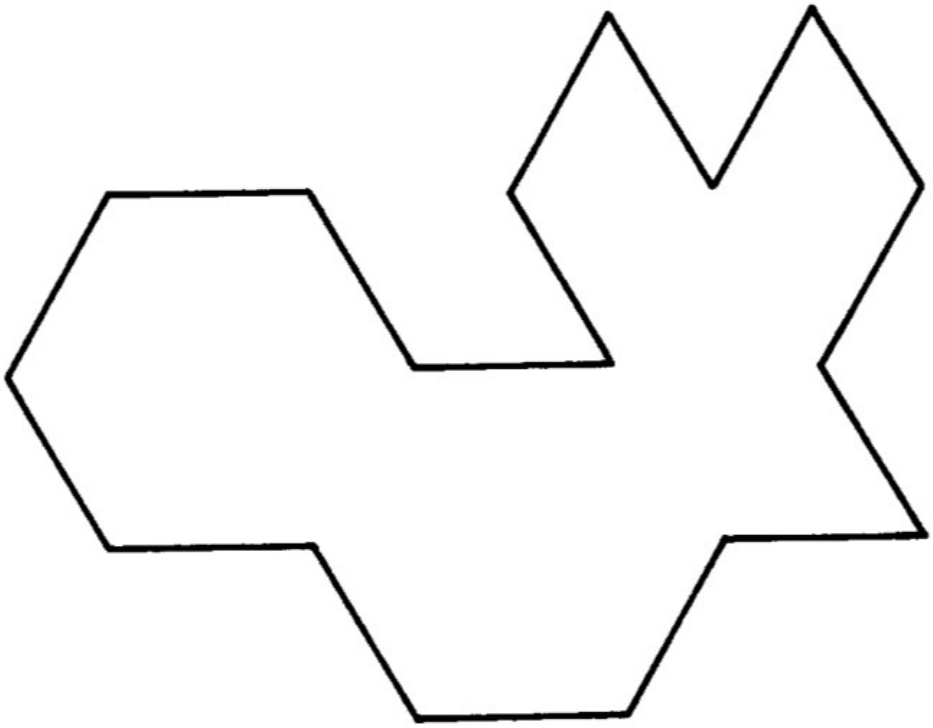


2 right triangles

Template 3



Template 4



2018-2019 SCS Mathematics Kindergarten Report Card Skills

Student Record

Student Name: _____ Teacher: _____

Quarter 1		Description	Mastered (M)	Non Mastery (X)	Standard(s)
M1: Mid Module: Topic A	(1)	Identifies two objects as being identical			K.MD.C.4
	(2)	Identifies similarities by attribute (size, color, type, etc.)			
	(3)	Explains, in words, how the two objects differ based on either size or shape			
M1: Mid Module: Topic B	(1)	Sorts pictures into two distinct categories			K.CC.B.4a, K.CC.B.4b, K.MD.C.4
	(2)	Provides a reasonable explanation outlining the sorting categories and why the items belong			
	(3)	Answers "3" without recounting			
M1: Mid Module 1: Topic C	(1)	Arranges and counts 5 objects into a line, circle and scattered configuration			K.CC.B.4a, K.CC.B.4b, K.CC.B.5, K.OA.A.3
	(2)	Answers "5" in response to each *how many* question without recounting			
	(3)	Breaks apart 3 to show the decomposition of 3 as 2 and 1, or 1 and 2			
M1: Mid Module: Topic D	(1)	Identifies the number of items in each category			K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
	(2)	Gives a reasonable answer as to how he/she knows there are 5 toys			
	(3)	Understands and uses the word zero when asked how many cats (or other objects) there are.			
	(4)	Writes numerals 0-5			
Quarter 2		Description			Standard(s)
M1: End of Module: Topic E	(1)	Counts the linking cubes (or other objects), puts them in a row, and writes the number 6			K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
	(2)	Counts to 7 in the circular configuration, writes the number, and identifies the 5-group			
	(3)	Counts 8 cubes and gives a reasonable answer to how she knows there are 8			
M1: End of Module: Topic F	(1)	Solves the put together with result unknown problems using cubes			K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
	(2)	Explains his/her thinking, citing the solution process			
	(3)	Writes the number 9 and adds 1 more object and says and writes 10			

M1: End of Module: Topic G	(1)	Identifies the numeral 5 as 1 more than the 4 (using dot cards)			K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
	(2)	Identifies 7 as 1 more than the numeral 6			
	(3)	Places 7, 8, and 9 in order			
M1: End of Module: Topic H	(1)	Gives 10 as an answer, when shown 10 objects. Shows 1 less by removing 1 object and writes and says 9			K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
	(2)	Identifies by touching the hidden number card and says 2,5,7,9			
	(3)	Matches the dot cards to her corresponding hidden number card. Turns over the number cards after the dot cards are in place			
M3: Mid Module: Topic A	(1)	Says in his/her words that we cannot know which is longer because part is hidden.			K.MD.A.1 K.MD.A.2
	(2)	Uses the words longer than and shorter than correctly to compare			
	(3)	Arranges the strings to share an endpoint			
	(4)	States that length is being compared or how long the strings are			
M3: Mid Module Topic B	(1)	Says the 7 stick is longer that the 5 stick			K.MD.A.2
	(2)	Says the 5 stick is shorter than the 9 inch string			
	(3)	Says the two smaller sticks are the same as the 5 stick. (ex. 3 stick and 2 stick)			
M3: Mid Module Topic C	(1)	Uses the words heavier than and lighter than correctly to compare			K.MD.A.1 K.MD.A.2
	(2)	Balances the scale with the pennies or cubes and says how many pennies or cubes are the same as the weight of the marker			
	(3)	States that weights is being compared or how much something weighs			
M3: Mid Module Topic D	(1)	Uses the word more than correctly to compare			K.MD.A.1 K.MD.A.2
	(2)	Measures the object (rice) using the small container and identifies that there are four containers			
	(3)	States the capacity is being compared or how much the cup holds			
M3: End of Module Topic E	(1)	Places squares on the paper to see if they fit			K.CC.C.6

	(2)	Shows there are not enough spoons for the bowls			
	(3)	Uses words more than and less then to compare the spoons and bowls			
M3: End of Module Topic F	(1)	Shows which set is more and states that 6 is more than 4			K.CC.C.6
	(2)	Shows a set equal to 4			
	(3)	Shows a set 1 more than 6			
	(4)	Shows a set 1 less than 10			
M3: End of Module Topic G	(1)	Puts objects in lines to match and compare them			K.CC.C.6 K.CC.C.7
	(2)	Uses more than and less than to compare 7 and 5			
	(3)	Compares the numerals 8 and 4			
M3: End of Module Topic H	(1)	Uses language and appropriate tools to compare the length of the box to the stick			K.MD.A.1 K.MD.A.2
	(2)	Uses language and appropriate tools to compare the weight of the box to the scissors or number of cues on the balance scale.			
	(3)	Uses language and appropriate tools to compare the capacity of the box using the rice			
Quarter 3		Description			Standard(s)
M4: Mid Module Topic A	(1)	Tells a decomposition story, saying that the numbers that match his/her movement of the objects			K.OA.A.1 K.OA.A.3 K.OA.A.5
	(2)	Selects 5 linking cubes and puts them in the whole of the number bond mat			
	(3)	Correctly fills in the number bond with numerals 5,3, and 2			
M4: Mid Module Topic B	(1)	Shows 6 cubes			K.OA.A.3
	(2)	Holds up left hand and the thumb of right hand to show 6 when asked to show 6 the Math Way			
	(3)	Makes a number bond for 7 and 8 using any correct combination			
	(4)	Fills all parts of the number bond			
M4: Mid Module Topic C	(1)	States what each number in the number sentence refers to (addition)			K.OA.A.1 K.OA.A.2
	(2)	Writes all the correct numbers in the blanks: 5 + 3 = 8			
	(3)	Writes and addition sentence to match his own story			

M4: Mid Module Topic D	(1)	States what each number in the number sentence refers to (subtraction)			K.OA.A.1 K.OA.A.2 K.OA.A.3
	(2)	Writes all the correct numbers in the blanks 8 -5 = 3			
	(3)	Write a subtraction sentence to match the story: 7 – 4 = 3			
M4: End of Module Topic E	(1)	Writes a number pair for 10 in the number bond			K.OA.A.3
	(2)	Represents the story using cubes and a number bond			
M4: End of Module Topic F	(1)	Identifies and writes 5 for the dark dots and 4 for the light dots in the equation or writes a different correct number pair for 9			K.OA.A.2
	(2)	Writes all the correct numbers in the addition sentence: 6 + 4 = 10 or 4 + 6 = 10			
	(3)	Writes a correct addition sentence that matches the story: 10 = 8 + 2 or 8 +2 = 10			
M4: End of Module Topic G	(1)	Represents and records 9 – 1 =8 clearly using a drawing and/or an equation			K.OA.A.1 K.OA.A.2 K.OA.A.3
	(2)	Orally answers the questions being asked and writes numbers in the blanks of the subtraction sentence that represent what happened with the cubes			
	(3)	Breaks off a different number of cubes and records work with an equation			
M 4: End of Module Topic H	(1)	Counts 5 cubes and answers 5 to each of the questions about zero			K.OA.A.1 K.OA.A.2 K.OA.A.4
	(2)	Answers 6 and 7 as he/she puts 1 more cube on the 5 stick			
	(3)	Selects the correct equations for both parts of the story: 5 + 3 = 8 and 8 – 3 =5			
	(4)	Answers 1 and writes 9 + 1 = 10			
	(5)	Correctly draws 7 dots in a 5 group pattern and answers 3 orally and writes 7 + 3 = 10			
Quarter 4		Description			Standard(s)
M5: Mid Module Topic A	(1)	Counts 10 objects into a pile, and then 6 objects			K.NBT.A.1 K.CC.A.1
	(2)	Counts from 1 to 16			
	(3)	Counts the Say Ten way starting with the group of 10			

M5: Mid Module Topic B	(1)	Counts 13 cubes and selects both the 10 and 3 Hide Zero Cards to accurately make 13			K.NBT.A.1 K.CC.A.3
	(2)	Identifies a group of 10 as being representative of the 1 in the numeral 13			
	(3)	Writes then numeral 16			
M5: Mid Module Topic C	(1)	Counts 12 cubes			K.CC.B.4b K.CC.B.4c K.CC.B.5 K.NBT.A.1
	(2)	Arranges and counts each array and knows the total is 12 without recounting			
	(3)	Arranges and counts in a circle and knows the total is 12 without recounting			
M5: Mid Module Money	(1)	Identifies and states the value of a penny			K.MD.B.3
	(2)	Identifies and states the value of a nickel			
	(3)	Identifies and states the value of a dime			
	(4)	Identifies and states the value of a quarter			
M5: End of Module Topic D	(1)	Counts up by 10's using the Say Ten and regular way			K.CC.A.1 K.CC.A.2
	(1a)	Counts up by 5's the regular way			
	(1b)	Count backward from 10 by ones			
	(2)	Counts the dots from 11 to 20 the Say Ten Way			
	(3)	Counts from 28 to 32 the regular way			
	(4)	Counts a number between 11 and 20 the regular way			
M5: End of Module Topic E	(1)	Counts 17 cubes into an array or line			K.CC.B.5 K.NBT.A.1
	(2)	Separates 10 cubes and correctly writes 17 as the whole and 10 and 7 as the parts of 17			
	(3)	Writs an accurate addition sentence and reasonable connects both representations			
M2: End of Module Topic A	(1)	Identifies and describes several attributes of the shape from the environment that match the shape being shown to him/her			K.G.A.1 K.G.A.2 K.G.B.4
	(2)	Sorts all indicated shapes from several typical variant and distracting shapes			
	(3)	Selects indicated shape and positions this shape below, next to or beside another indicated shape			
M2: End of Module Topic B	(1)	Identifies and describes several attributes of the solid from the environment that match the solid being shown to him			K.G.A.1 K.G.A.2 K.G.B.4
	(2)	Sorts all indicated solids			

	(3)	Selects indicated solid and positions this solid above, in front of, or behind the indicated solid			
M2: End of Module Topic C		Correctly sorts the shapes into two groups and is able to clearly state the reason the shapes belong to each group.			K.G.A.3 K.MD.C.4
		Is able to sort the shapes again according to a different attribute and is able to state such and attribute.			
M6: End of Module Topic A	(1)	Builds a square using four equal straws (or other objects)			K.CC.B.4d K.G.B.5
	(2)	Selects a real-world object that matches the square built			
M6: End of Module Topic B	(1)	Makes a rectangle without much hesitation			K.G.B.6
	(2)	Makes the square with very little trial and error			
	(3)	Completes the puzzle using the correct pattern blocks so that nothing extends past the puzzle border			

Section 2: English Language Arts

2018-19 ELA Kindergarten Report Card Skills

Reading	Q1	Q2	Q3	Q4
Identifies front cover	X			
Identifies back cover	X			
Identifies title page	X			
Identifies author	X			
Identifies illustrator	X			
Identifies character		X		
Identifies setting			X	
Identifies plot				X
Foundational Skills	**Q1**	**Q2**	**Q3**	**Q4**
Names 13 uppercase letters in random order	X			
Names 13 lowercase letters in random order	X			
Recognize rhyming words	X			
Names all uppercase letters in random order		X		
Names all lowercase letters in random order		X		
Produce rhyming words		X		
Understand syllables	X			
Read sight words: I like the and (3 of 4)	X			
Read sight words: I like the and see we a to with my (8 of 10)		X		
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play (26 of 31)			X	
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play said good was she all when her he no by there do then little have one look put take (43 of 50)				X
Identify beginning sounds		X		
Identify ending sounds			X	
Identify medial sounds				X
Identify letter sounds: Aa (short and long), Mm, SsTt, Cc, Pp, Nn		X		
Identify letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Identify letter sounds: Jj, Xx, Ee (short and long), Hh, Kk, Uu (short and long), Ll, Ww, Vv, Zz, Xx, Yy				X
Write the letter sounds: Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Write the letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Write the letter for each sound: Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Writing	**Q1**	**Q2**	**Q3**	**Q4**
Writes first name correctly	X			
Writes first and last name correctly		X		
Writes uppercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Writes uppercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Writes uppercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Writes lowercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Writes lowercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Writes lowercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Draw/dictate/write to give information or explain			X	
Draw/dictate/write to state an opinion				X
Draw/dictate/write to tell a story		X		
Language	**Q1**	**Q2**	**Q3**	**Q4**
Form plural nouns		X		
Identify opposites			X	
Use nouns and verbs			X	
Use prepositions when speaking or writing				X
Identify multiple meanings for familiar words			X	
Blend/segment onsets and rimes		X		
Recognize sentence structure: capitalization/punctuation				X
Write CVC words from dictation (Blend/Segment Phonemes)				X
Use inflections and affixes				X

2018-19 ELA Kindergarten Report Card Skills Journeys And EL Curriculum Alignment-TEACHER RESOURCE

Reading	Appears in the Curriculum	Q1	Q2	Q3	Q4
Identifies front cover	*Continuous	X			
Identifies back cover	*Continuous	X			
Identifies title page	*Continuous	X			
Identifies author	*Continuous	X			
Identifies illustrator	*Continuous	X			
Identifies character	*Continuous		X		
Identifies setting	*Continuous			X	
Identifies plot	*Continuous				X
Foundational Skills	**Appears in the Curriculum**	**Q1**	**Q2**	**Q3**	**Q4**
Names 13 uppercase letters in random order	Journeys Welcome to Kindergarten Weeks 1 and 2 and Lessons 1-3	X			
Names 13 lowercase letters in random order	Journeys Welcome to Kindergarten Weeks 1 and 2 and Lessons 1-3	X			
Recognize rhyming words	Journeys Welcome to Kindergarten Weeks 1 and 2 and Lesson 1	X			
Names all uppercase letters in random order	Journeys Welcome to Kindergarten Weeks 1 and 2 and Lessons 1-3		X		
Names all lowercase letters in random order	Journeys Welcome to Kindergarten Weeks 1 and 2 and Lessons 1-3		X		
Produce rhyming words	Journeys Welcome to Kindergarten Weeks 1 and 2 and Lesson 1		X		
Understand syllables	Journeys Welcome to Kindergarten Weeks 1 and 2	X			
Read sight words: I like the and (3 of 4)	Journeys Lessons 1-5	X			
Read sight words: I like the and see we a to with my (8 of 10)	Journeys Lessons 6-10 and		X		
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play (26 of 31)	Journeys Lessons 11-21			X	
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play said good was she all when her he no by there do then little have one look put take (43 of 50)	Journeys Lessons 21-30				X
Identify beginning sounds	Journeys Lessons 2-5		X		
Identify ending sounds	Journeys Lessons 11-13			X	
Identify medial sounds	Journeys Lessons 14-16				X
Identify letter sounds: Aa (short and long), Mm, SsTt, Cc, Pp, Nn	Journeys Lessons 4-12		X		
Identify letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)	Journeys Lessons 13-21			X	
Identify letter sounds: Jj, Xx, Ee (short and long), Hh, Kk, Uu (short and long), Ll, Ww, Vv, Zz, Xx, Yy	Journeys Lessons 22-29				X
Write the letter sounds: Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn	Journeys Lessons 4-12		X		
Write the letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)	Journeys Lessons 13-21			X	
Write the letter for each sound: Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy	Journeys Lessons 22-29				X
Writing	**Appears in the Curriculum**	**Q1**	**Q2**	**Q3**	**Q4**
Writes first name correctly	**Continuously	X			
Writes first and last name correctly	**Continuously		X		
Writes uppercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn	Journeys Lessons 4-12		X		
Writes uppercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)	Journeys Lessons 13-21			X	
Writes uppercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy	Journeys Lessons 22-29				X

Writes lowercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn	Journeys Lessons 4-12		X		
Writes lowercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)	Journeys Lessons 13-21			X	
Writes lowercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy	Journeys Lessons 22-29				X
Draw/dictate/write to give information or explain	EL Module 3			X	
Draw/dictate/write to state an opinion	EL Module 4				X
Draw/dictate/write to tell a story	EL Module 2		X		
Language	**Appears in the Curriculum**	**Q1**	**Q2**	**Q3**	**Q4**
Form plural nouns	Journeys Lesson 26		X		
Identify opposites	Journeys Lesson 22			X	
Use nouns and verbs	Journeys Lessons 1-5, 14-16, 20, 23, 26			X	
Use prepositions when speaking or writing	Journeys Lessons 29, 30				X
Identify multiple meanings for familiar words	Journeys Lesson 21			X	
Blend/segment onsets and rimes	Journeys Lessons 6-8		X		
Recognize sentence structure: capitalization/punctuation	Journeys Lessons 13, 15, 24, 25				X
Write CVC words from dictation (Blend/Segment Phonemes)	Journeys Lessons 17-24				X
Use inflections and affixes	Journeys Lessons 18-20				X

Footnote:
*When reading to kindergarten students, teachers should continuously engage them in a review of the front/back covers, title, author and illustrator.
**Teachers should continuously support and require students to practice writing their names especially when submitting assignments.

Noteworthy:

- ***It is recommended that the skills noted for assessment are continuously addressed throughout the quarter. Skills that are not mastered should be retaught and reassessed with mastery as the goal.***
- ***While most skills are assessed via the Kindergarten Handbook during the quarter in which it is taught, some skills are assessed after the quarter in which they are taught. In these instances this was done to give the students more time to become secure with the skill.***
- ***Day 5 on the Kindergarten Foundational Literacy Map list assessment. This time can be used to assess the current week's skills as well as skills identified for that reporting period on the Kindergarten report card.***

2018-19 ELA Kindergarten Report Card Skills
Individual Student Report

Key: Mastered (M) Non-Mastery (X)

Student Name: _____Teacher: _____

Reading	Q1	Q2	Q3	Q4
Identifies front cover				
Identifies back cover				
Identifies title page				
Identifies author				
Identifies illustrator				
Identifies character				
Identifies setting				
Identifies plot				
Foundational Skills	**Q1**	**Q2**	**Q3**	**Q4**
Names 13 uppercase letters in random order				
Names 13 lowercase letters in random order				
Recognize rhyming words				
Names all uppercase letters in random order				
Names all lowercase letters in random order				
Produce rhyming words				
Understand syllables				
Read sight words: I like the and (3 of 4)				
Read sight words: I like the and see we a to with my (8 of 10)				
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play (26 of 31)				
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play said good was she all when her he no by there do then little have one look put take (43 of 50)				
Identify beginning sounds				
Identify ending sounds				
Identify medial sounds				
Identify letter sounds: Aa (short and long), Mm, SsTt, Cc, Pp, Nn				
Identify letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)				
Identify letter sounds: Jj, Xx, Ee (short and long), Hh, Kk, Uu (short and long), Ll, Ww, Vv, Zz, Xx, Yy				
Write the letter sounds: Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn				
Write the letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)				
Write the letter for each sound: Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				
Writing	**Q1**	**Q2**	**Q3**	**Q4**
Writes first name correctly				
Writes first and last name correctly				
Writes uppercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn				
Writes uppercase letters (reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)				
Writes uppercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				
Writes lowercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn				
Writes lowercase letters (reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)				
Writes lowercase letters (reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				
Draw/dictate/write to give information or explain				
Draw/dictate/write to state an opinion				
Draw/dictate/write to tell a story				

Language	Q1	Q2	Q3	Q4
Form plural nouns				
Identify opposites				
Use nouns and verbs				
Use prepositions when speaking or writing				
Identify multiple meanings for familiar words				
Blend/segment onsets and rimes				
Recognize sentence structure: capitalization/punctuation				
Write CVC words from dictation (Blend/Segment Phonemes)				
Use inflections and affixes				

Additional Notes:

First Nine Weeks
ELA Skills

- Identify book elements-front cover, back cover, title page, author, and illustrator
- Name 13 uppercase letters in random order
  (*Cut out alphabet cards and place in a random order*)
- Name 13 lowercase letters in random order
  (*Cut out alphabet cards and place in a random order*)
- Recognize rhyming words
- Understand syllables
- Read sight words
- Write first name correctly

First Nine-Week Skills

READING

_____Identify book elements: Hand a book to the student incorrectly. The student will demonstrate knowledge by responding to the following statements/questions.

(100% accuracy without assistance or prompts)

____**"Show me how to hold the book correctly."**
____**"Show me the front cover of the book."**
____**"Show me the back cover of the book."**
____**"Show me the title page of the book."**
____**"What is the job of the author?"**
____**"What is the job of the illustrator?"**

FOUNDATIONAL SKILLS

_____Recognize and name 13 uppercase letters in random order:
(100% accuracy without assistance or prompts)

C F J M P U Z B G K Y E N

Q V A H T O L R W D I S X

_____Recognize and name 13 lowercase letters in random order:
(100% accuracy without assistance or prompts)

e n q v a h t l o

r w c f j m p u z

b g y k d i s x

_____Recognize rhyming words: The student will respond yes or no if the words rhyme.
(100% accuracy without assistance or prompts)
Word pairs to use:

cat - rat light - bright dog - **c**ar mouse - house hat - leaf

_____Understand that words are made up of syllables: Orally say words to student and the student will clap syllables for all 5 words. (100% accuracy without assistance or prompts)

___pencil ____calendar ____rainbow ___cap ____kangaroo

First Nine Week Skills cont.

_____Read sight words. (3 out of 4)

___I ___like ___the ___and

WRITING

_____Write first name. Capitalize first letter only.

Exception will include names that are case sensitive.

(Ex. LaRhonda)

Identify Uppercase Letters

A	B	C	D
E	F	G	H
I	J	K	L

M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

Identify Lowercase Letters

a	b	c	d
e	f	g	h
i	j	k	l

m	n	o	p
q	r	s	t
u	v	w	x
y	z		

First Nine Weeks Sight Words

I	like
the	and

Second Nine Weeks
ELA Skills

- Identify story elements: character
- Name all 26 uppercase letters in random order
- Name all 26 lowercase letters in random order
- Produce rhyming words
- Read sight words
- Identify beginning sounds
- Identify letter sounds (uppercase and lowercase):
    - Mm, Ss, Aa, Tt, Cc, Pp, Nn
- Write the letter for each sound (Mm, Ss, Aa, Tt, Cc, Pp, Nn)
- Write first and last name correctly
- Correctly form upper- and lowercase letters:
    - Mm, Ss, Aa, Tt, Cc, Pp, Nn
- Draw/dictate/write to tell a story
- Blend and segment onsets and rimes
- Form plural nouns

2nd Nine Weeks Skills

READING

_____Identify story elements - characters. The teacher will choose a story read in class. Student will be asked to name the characters from the story. (100% accuracy without assistance or prompts)

_____Recognize and name 26 uppercase letters in random order: (100% accuracy without assistance or prompts)

FOUNDATIONAL SKILLS

C F J M P U Z B G Y K E

N Q V A H T L O R W D I

S X

_____Recognize and name 26 lowercase letters in random order: (100% accuracy without assistance or prompts)

e n q v a h t l o

r w c f j m p u z

b g y k d i s x

_____ Produce rhyming words. The student will orally create rhyming words. Teacher will ask: **"What rhymes with _____?"** (100% accuracy without assistance or prompts)

_____cat ____fish _____sun _____ log _____fan

2nd Nine Weeks Skills cont.

_____ Read sight words. (8 out of 10)

__I __like __the __and____see __we __a ___to ___with___my

_____ Identify beginning sounds. The teacher will call out the words. Student will tell the beginning sound. (100% accuracy without assistance or prompts)

____ mop ____sun ____pig ____cat ____bed

_____Identifies letter sounds: The student will orally identify letter sounds. Student must provide short and long sounds for the **vowel a** to obtain mastery. When student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" No picture cards will be used. (100% accuracy without assistance or prompts)

(short, long) A T C P N M S

_____Write the letter for each sound: Student must write the letter for the short and long sounds for the **vowel a** to obtain mastery. Teacher will call out the letters studied. Teacher will say - “In the box write the letter that makes the /p/ sound.”
Accept upper or lowercase letters. The order is teacher’s choice. (100% accuracy without assistance or prompts)

(short, long) A T C P N M S

2nd Nine Weeks Skills cont.

WRITING

_____Write first and last name correctly. Capitalize first letter only. Exception will include names that are case sensitive. (Ex. McDonald)

_____Correctly form upper and lower case letters:
The teacher will call out letters in random order from 1st and 2nd nine weeks. Students will write the upper and lowercase letters in the same box. N0 Models –The order is teacher's choice.

2nd Nine Weeks Skills cont.

_____Draw/dictate/write a story. The performance task for Module 2 ask that students do the following:
Write an imaginary narrative about a character's experience with the weather. Teachers can use this same prompt or create one that has to do with the topic of study, weather. Students draw and use phonemic spelling/dictating to tell what happens in their weather story.
(Note: A writing sheet is provided in the testing handbook.)

Language

_____Form plural nouns. Teacher will say: **"I am going to say a word. You tell me what the word would be if I had more than one."** (Teachers keep in mind there are 3 sounds that the plural s make /s/ /z/ /iz/. This can make a difference when you are pronouncing the words for the students. (100% accuracy without assistance or prompts.)

_____dog _____wish _____bat _____bench _____log _____tip

_____Blend/segment onsets and rimes

____Blend onsets and rimes- Using the cards from the testing notebook, the student will blend letter card and rime card to form the following words.

__ sat __mat __gap

____Segment onsets and rimes- Using the picture card from the testing notebook, the student will name the picture - hat and will segment it into /h/ /at/

Second Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my

2nd Nine Weeks Skills con't
Narrative WRITING

Name_____

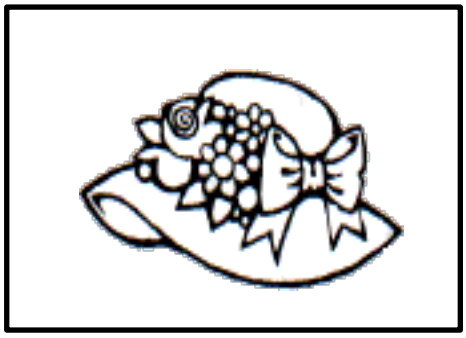
Draw/dictate/write a story. The performance task for Module 2 ask that students do the following: Write an imaginary narrative about a character's experience with the weather. Teachers can use this same prompt or create one that has to do with the topic of study, weather.

_____Draw _____Dictate _____Write

2nd Nine Weeks Skills cont.

Blend/Segment Onsets and Rimes

s	at
g	ap
m	at



Third Nine Weeks
ELA Skills

- Identify story elements: setting
- Read sightwords (26 of 31)
- Identify ending sounds
- Identify letter sounds
    - Ii (short and long),Ff, Bb, Gg, Rr, Dd, Oo (short and long)
- Write the letter for each sound (see letters above)
- Correctly form upper- and lowercase letters: (reversals accepted)
    - Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)
- Draw/dictate/write to give information or explain
- Identify opposites
- Use nouns and verbs
- Identify multiple meanings for familiar words

3rd Nine Weeks Skills

Name _____

READING

_____Identify story elements: The teacher will choose a story read in class.
After reading, students will be asked to name the setting.
(100% accuracy without assistance or prompts)

___setting correctly identified ___setting not correctly identified

FOUNDATIONAL SKILLS

_____Read sight words. (26 of 31)

__I	__like	__the	__and	__see	__we	__a
__to	__with	__my	__me	__what	__you	__are
__is	__of	__where	__from	__but	__this	__on
__be	__that	__who	__go	__here	__for	__they
__up	__make	__play				

_____Identify ending sounds:
The teacher will call out the words; student will tell the ending sound.
(100% accuracy without assistance or prompts)

_____ mop _____sun _____pig _____cat _____bed

3rd Nine Weeks Skills cont.

_____Identifies letter sounds: The student will orally identify letter sounds.

The student must provide short and long sounds for the **vowels o; i; a** to obtain mastery. When the student responds with a vowel sound, the teacher will ask: "What is the other sound this letter makes?" No picture cards will be used.
(100% accuracy without assistance or prompts)

M S T C P N F B G R A (short/long)

D I (short/long) O (short/long)

m s t c p n f b g r d i (short/long) o (short/long) a (short/long)

_____Writes the letter for each sound:

The teacher will call out the letters studied. Teacher will say - "In the box write the letter that makes the /p/ sound." To prevent students from using the letters above, fold this page in half. Accept upper or lowercase letters (100% accuracy without assistance or prompts). The order is teacher's choice.

3rd Nine Weeks Skills cont.

WRITING

_____Legibly form upper and lower case letters:

The teacher will call out letters in random order from 1st, 2nd, and 3rd nine weeks. Students will write the upper and lowercase letter in the same box. N0 Models. The order is teacher's choice.

3rd Nine Weeks Skills cont.

_____ Draw/dictate/write information: Students will write and informative writing about a tree that they have learned about during Module 3: Trees are Alive. ***(Note: A writing sheet is provided in the testing handbook.*)** ***(writing page included).***

LANGUAGE

_____Identify opposites. Teacher will say: **"I am going to say a word. You tell me what the opposite would be."** (100% accuracy without assistance or prompts)

_____ hard _____front _____inside _____big _____rough

_____ Use nouns and verbs. Teacher will show the student the noun/verb picture from the testing handbook. The student names 5 things and 5 actions.

_____Identify multi-meanings for familiar words. Use multi-meaning black lines from testing notebook. (4 of 5 for mastery) No assistance or prompts.

__ bat __orange __bowl __fall __mouse

3rd Nine Weeks Skills cont.

Informative Writing

Name_____

Draw/dictate/write information: Students will write and informative writing about a tree that they have learned about during Module 3: Trees are Alive.

_____Draw _____Dictate _____Write

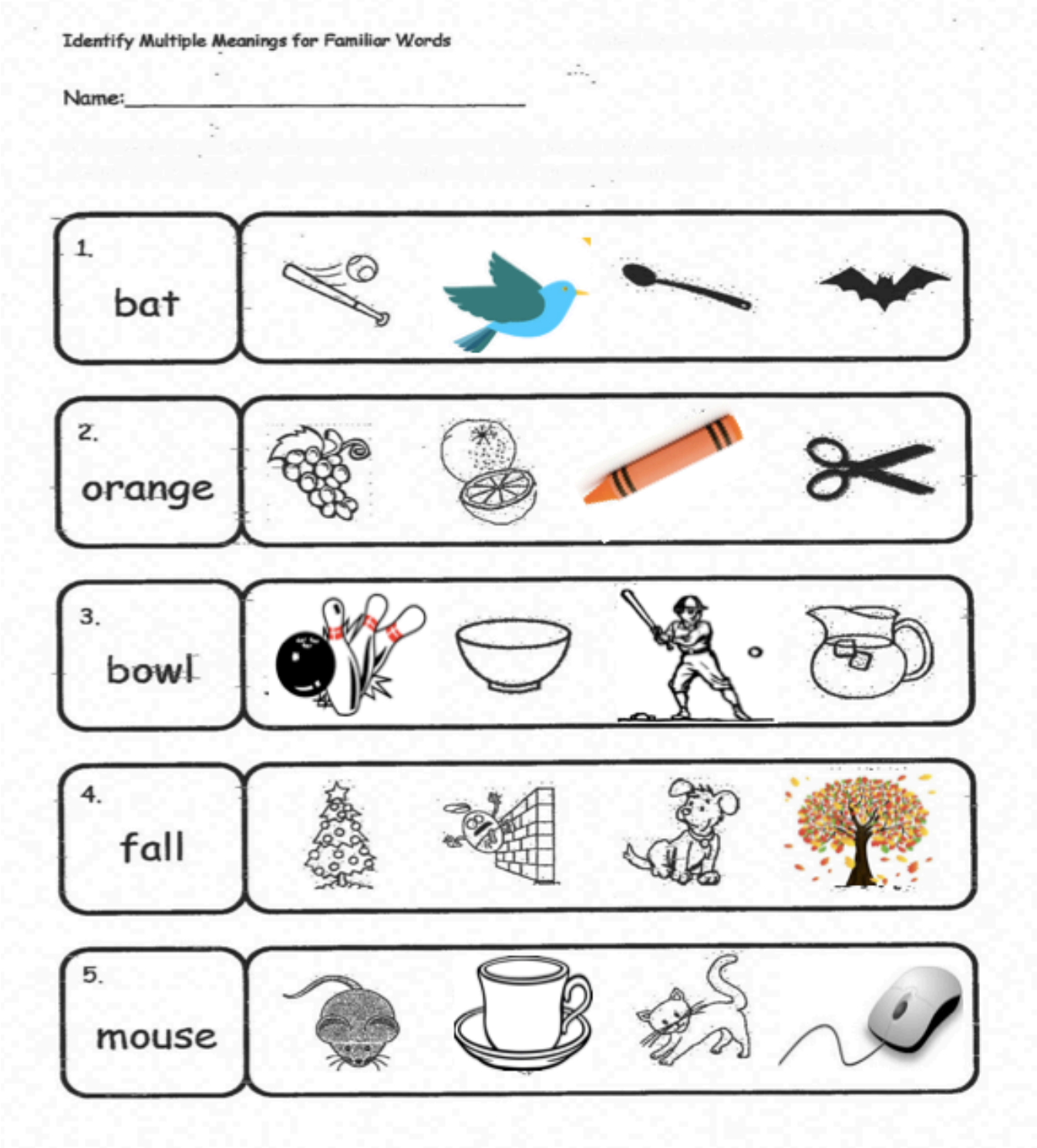
3rd Nine Weeks Skills cont.

Language- Nouns and Verbs

3rd Nine Weeks Skills cont.

Multiple Meaning Words

The student will touch and say as many pictures in each row that match the word.



Third Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my
me	what
you	are

is	of
where	from
but	this
on	be
that	who
go	here
for	they

up	make
play	

Fourth Nine Weeks
ELA Skills

- Identify story elements: plot
- Read sight words (43 of 50)
- Identify medial sound
- Identify letter sounds (uppercase and lowercase)
    - Mm, Ss, Aa, Tt, Cc, Pp, Nn, Ff, Bb, Ii, Gg, Rr, Dd, Oo,
    - Xx, Jj, Ee, Hh, Kk, Uu, Ll, Ww, Vv, Zz, Yy, Qq
- Write the letter for each sound (see letters above)
- Correctly form upper- and lowercase letters (reversals accepted)
    - Mm, Ss, Aa, Tt, Cc, Pp, Nn, Ff, Bb, Ii, Gg, Rr, Dd, Oo,
    - Xx, Jj, Ee, Hh, Kk, Uu, Ll, Ww, Vv, Zz, Yy, Qq
- Draw/dictate/write to state an opinion
- Use prepositions when speaking or writing
- Recognize sentence structure: capitalization, punctuation
- Write CVC words from dictation
- Uses inflections and affixes

4th Nine Weeks Skills

Name:_____

READING

_____Identify story elements: The teacher will choose a story read in class. After reading, the teacher will ask the student to name the following from the story.

____ **Plot** (Beginning, Middle, End)

FOUNDATIONAL SKILLS

_____Read sight words (43 of 50)

___I	____like	____the	____and	____see	____we	____a
___to	____with	____my	____me	____what	____you	___are
____now	____is	____of	____where	____from	____but	__this
__on	__be	__that	__who	___go	___here	__for
__they	__up	__make	__play	__said	___good	__was
__she	__all	__when	__her	__he	__no	__by
__there	__do	__then	__little	__have	__one	__look
__put	__take					

_____Identify medial sounds. The teacher will call out the words. The student will tell the medial sound. (100% accuracy without assistance or prompts)

_____bed _____ cat _____ pig _____sun _____ mop

4th Nine Weeks Skills cont.

Identify letter sounds. (Upper and Lowercase) The student will orally identify letter sounds. No picture cards will be used. (100% accuracy without assistance or prompts)

M	S	T	C	P	N	F	B	G	R	D	X	J
H	K	L	W	V	Z	Y	Q	m	s	t	c	p
n	f	b	g	r	d	x	j	h	k	l	w	v
z	y	q										

long A short a long O short o long E short e

long I short i long U short u

4th Nine Weeks Skills con't.

_____Write the letter for each sound: The student must write the letter for the short and long sounds for all vowels to obtain mastery. The teacher will call out the letters studied. Teacher will say – "In the box write the letter that makes the /p/ sound. Accept upper or lowercase letters. The order is teacher's choice. (100% accuracy without assistance or prompts)

M S T C P N F B G R D X J

H K L W V Z Y Q

long a/short a long o/short o long e/short e long i/short I long u/short u

4th Nine Weeks Skills con't.

WRITING

_____Correctly form upper and lower case letters:
The teacher will call out letters in random order from 1st, 2nd, 3rd, and 4th nine weeks. Students will write the upper and lowercase letter in the same box. Use letter-writing sheet from testing notebook.
NO Models.

_____Students use information gathered from Module 4 to draw/dictate/write an opinion piece about trees. ***(Note: A writing sheet is provided in the testing handbook.)***

LANGUAGE

_____Recognize sentence structure: capitalization/punctuation the teacher asks: **"What do all sentences begin with?"** Teacher listens for response and shows student punctuation flash cards one at a time and ask: **"What is this?"**
(100% accuracy without assistance or prompts)

_____ capitalization _____period _____question mark

_____Write CVC words from dictation. The teacher will call out the list of words for the student to write. (100% accuracy without assistance or prompts)

hop tag pit cut red rug log ham jet sip

_____Use inflections and affixes. Teacher asks students to complete the following phrases: (80% accuracy without assistance or prompts 4 out of 5)

"Today I jump. Yesterday I _____." (jumped)
"My work is messy. Will I redo or complete it? (redo)
"I tripped on my shoestring. Is my shoe tied or untied?" (untied)
"I broke my toy. Am I happy or unhappy? (unhappy)
"I swim in the pool. She _____ in the pool. (swims)

4th Nine Weeks Skills con't.

Prepositions

_____Use prepositions when speaking or writing. Use the preposition picture from testing notebook. The teacher will ask the students to complete the following phrases orally using prepositions. (7 out of 8 without assistance or prompts)

_____The clock is _____the wall.

_____The ball is_____the table.

_____The cat is _____the armchair.

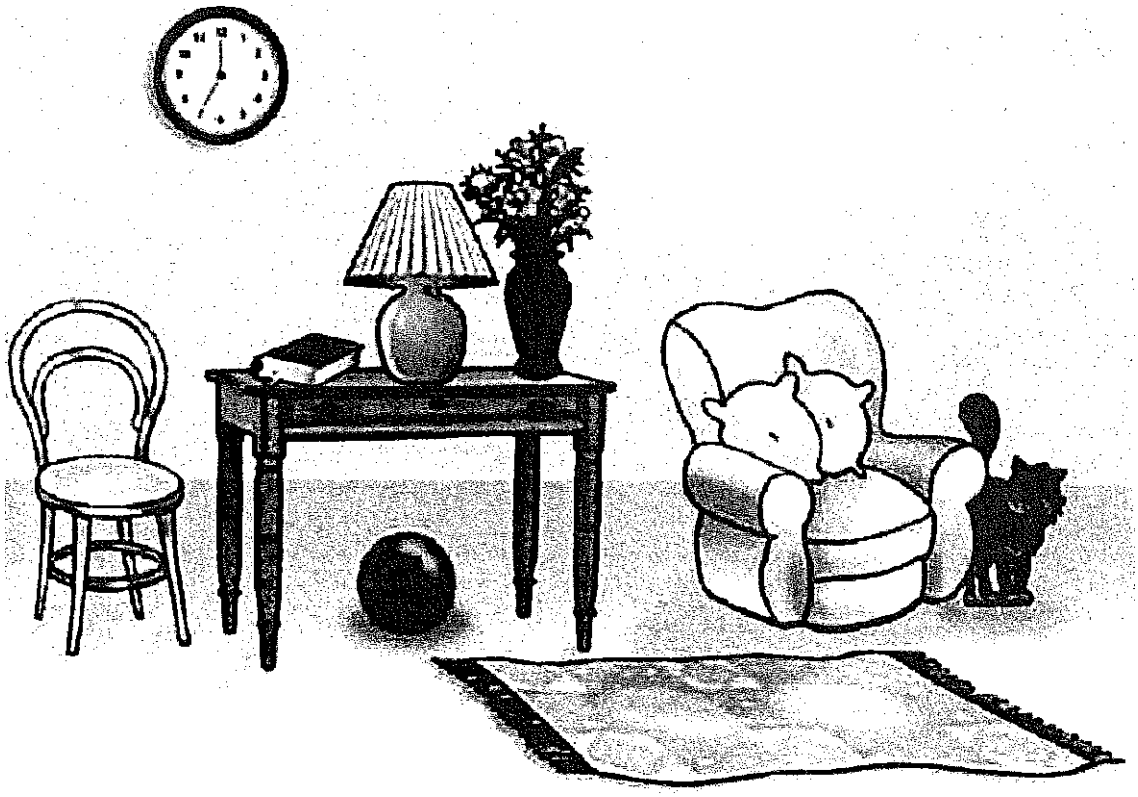
_____The table is_____the armchair.

_____The rug is_____the floor.

_____The lamp is_____the table.

_____The flowers are_____the vase.

_____The table is_____the chair and the armchair.



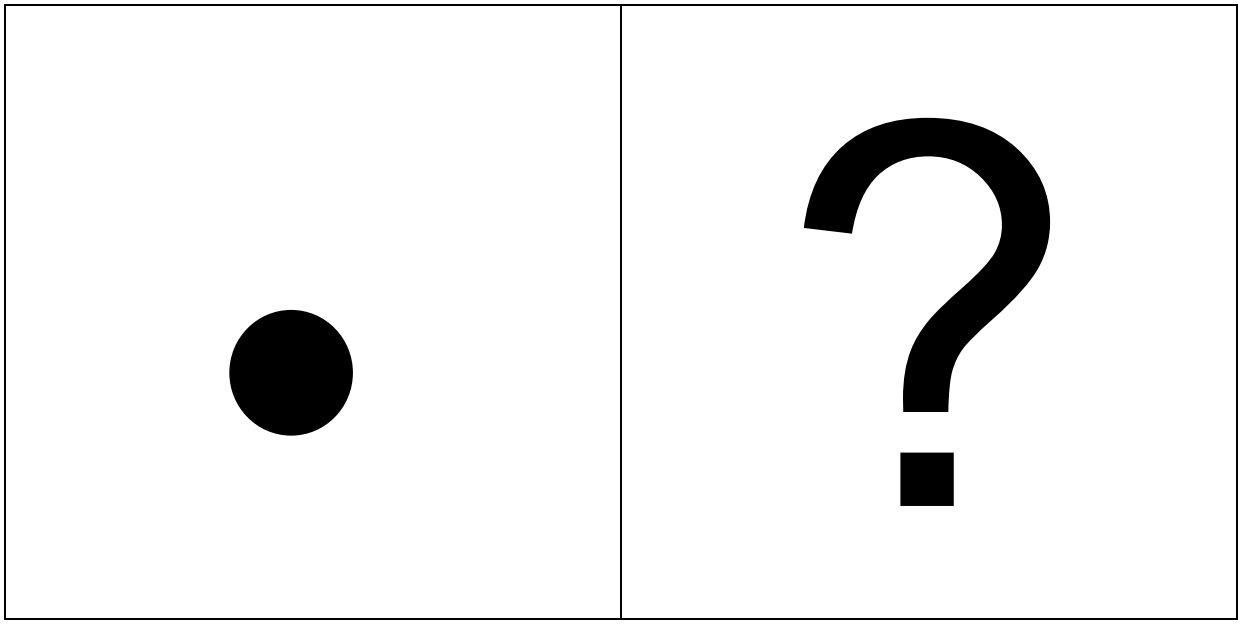
4th Nine Weeks Skills con't.

Name:_____

The student will correctly form upper and lowercase letters. The teacher will call out letters in random order from 1st, 2nd, 3rd, and 4th nine weeks. The teacher calls out letters in random order. Have the student write the upper and lowercase letter in the same box. The order is teacher's choice.

4th Nine Weeks Skills con't

Punctuation Cards



Fourth Nine Weeks Sight Words

I	like
the	and
see	we
a	to
with	my
me	what
you	are
is	of

where	from
but	this
on	be
that	who
go	here
for	they
up	make
play	said

good	was
she	all
when	her
he	no
by	there
do	then
little	have

one	look
put	take

4th Nine Weeks Skills con't

Opinion Writing-

The students will use information gathered from Module 4 to draw/dictate/write an opinion piece about trees.

_____Draw _____Dictate _____Write