# Kindergarten Report Card Assessment Handbook

2025-26

# Curriculum and Instruction

Kindergarten Teachers,

In our efforts to keep instruction aligned with the TN Standards and the curriculum used to address the standards, there have been changes made to the Kindergarten Report Card Handbook for the 2025-2026 school year. These changes will be evident both in the curriculum maps and when the skills 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 the Department of Curriculum and Instruction.

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## INTRODUCTION

The purpose of this document is to provide an overview of the Memphis 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 MSCS Kindergarten Report Card Handbook for the assessment schedule.

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

Skills that are not mastered within the designated quarter should be retaught and reassessed with mastery as the goal. All skills noted within a quarter should receive a rating of M or X with no exceptions.

## INTERIMS

In kindergarten, interims/progress reports are not required for Quarter 1 due to staggered enrollment.

**Skills per Quarter**

| Kindergarten Report Card Skills per Quarter | | | | |
|---|---|---|---|---|
| | **Quarter1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| ELA | 12 | 13 | 16 | 18 |
| Math | 17 | 14 | 8 | 19 |
| | | | | |

# 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 TN Standards for math and ELA as well as the curriculum used to address the standards as 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 MSCS Kindergarten Report Card Handbook. All students should receive a M (mastery) or X (non-mastery) *for all skills listed per quarter*.

3. **Will all kindergarten teachers be expected to use the same assessment guidelines?**
   Every kindergarten teacher should use the assessment guidelines provided in their MSCS Kindergarten Report Card Handbook. These guidelines will provide consistency and uniformity across our school district.

4. **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 TN Standards for all subjects: English/Language Arts, Math, Science and Social Studies can be found at https://www.tn.gov/education/instruction/academic-standards.html

5. **What are the requirements for kindergarten students to be promoted to first grade?**
   ***Kindergarten Promotion***
   The decision not to promote a kindergarten student should be justified with appropriate documentation. To help support teachers and schools in this regard, please note the summer school guidance below and refer to the MSCS Promotion and Retention Policy, Number 5013. This policy can be found in the MSCS Policy Manual located on the MSCS web site or your school library.

**Summer School Guidance**

Summer School is offered based on kindergarten students' low performance in both Language Arts and Math. The following chart can be used as guidance to help place kindergarten students in the Summer School program.

| Course | Total SY Skills | Mastered Minimum of 60% | Not Mastered in ELA and Math are eligible for SS |
|---|---|---|---|
| ELA | 59 | 35 | 34 and below |
| Math | 58 | 35 | 34 and below |

6. **How will 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
- Parents can access the Kindergarten Report Card skills list by visiting the Curriculum & Instruction Department website at www.scsk12.org/ci

8. **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.

9. **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.

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

## SKILLS AND BEHAVIORS THAT SUPPORT LEARNING

Skills listed under Skills 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<br>Takes turns<br>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<br>Raises hand to speak without interrupting |
| Listens attentively | Remains focused<br>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<br>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<br>Cares for personal items<br>Returns notes, folders, etc. from home |
| Exercises control in classroom/hall/ bathroom/cafeteria/playground | Follows rules for each area |

# Section 1: Mathematics

## 2025-2026 MSCS Mathematics Kindergarten Topic Skills

| Topic 1 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 1 | (1) | Counts objects using number names 0-5 | K.CC.B.5a<br>K.CC.B.6 |
| Topic 1 | (5) | Counts forward from any given number 0-5 | K.CC.B.5c |
| Topic 1 | (8) | Writes numbers 0-5 in sequence | K.CC.B.5c |
| Topic 1 | (3,4,6) | Counts up to 0-5 objects in various configurations (line, circle, array, scattered) to answer, "how many?<br><br>2/3 must be answered correctly to score Mastered. | K.CC.B.6 |
| Topic 1 | (7) | Arranges and counts objects into a line, circle, and scattered configuration up to 5. | K.CC.B.5b |
| Topic 1 | (2) | Matches numbers to sets 0-5 | K.CC.B.6 |
| Topic 1 | (12) | Write and makes sets to match a given number 0-5 | K.CC.A.3 |
| Topic 1 | (9,10) | Writes a number from 0-5 to tell "how many?"<br><br>*2/2 must be answered correctly to score Mastered.* | K.CC.A.3<br>K.CC.B.5b<br>K.CC.B.6 |
| Topic 1 | (11) | Recognizes that "0" is represented by no Objects | K.CC.A.3 |

| Topics 2 and 3 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 2 | (1,3) | Identifies groups that are equal 0-5<br>*2/2 must be answered correctly to score Mastered.*<br><br>*Question 2 is not included in the report card because it is not aligned to the standard. ** | K.CC.C.7 |
| Topic 2 | (6) | Compares two sets to determine which is "greater than" 0-5 | K.CC.A.3 |
| Topic 2 | (4,5) | Compares two sets to determine which is "less than" 0-5<br><br>*2/2 must be answered correctly to score Mastered.* | K.CC.A.3<br>K.CC.B.6<br>K.CC.C.7 |
| Topic 3 | (14) | Writes numbers 10-0 in sequence backwards.<br>***(TN additional assessment item) **** | K.CC.A.1<br>K.CC.A.3 |
| Topic 3 | (11,12,13) | Counts backwards from a given number 0-10.<br><br>***(TN additional assessment item) ****<br><br>*2/3 must be answered correctly to score Mastered.* | K.CC.A.1 |
| Topic 3 | (15,16) | Identifies repeating number patterns.<br><br>***(TN additional assessment item) ****<br><br>*2/2 must be answered correctly to score Mastered.* | K.CC.A.4 |

| Topics 3 and 4 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 3 | (10) | Counts up to 10 objects in various configurations (line, circle, array, scattered) to answer, "how many?" | K.CC.A.3<br>K.CC.B.6 |
| Topic 3 | (1,2,3) | Matches numbers to sets 0-10.<br><br>*2/3 must be answered correctly to score Mastered* | K.CC.B.6 |
| Topic 3 | (4) | Makes sets to match a given number 0-10. | K.CC.B.5a<br>K.CC.B.5b |
| Topic 3 | (5,6,7,9) | Write/draw to represent a number of objects with a written number from 0- 10.<br><br>*3/4 must be answered correctly to score Mastered.* | K.CC.A.3<br>K.CC.B.6 |
| Topic 4 | (1,2) | Compare two sets and numbers to determine which is "greater/more than" 0-10.<br><br>*2/2 must be answered correctly to score Mastered.* | K.CC.C.7<br>K.CC.C.8 |
| Topic 4 | (3) | Compares two sets and numbers to determine which is "fewer/less than" 0-10. | K.CC.C.7<br>K.CC.C.8 |
| Topic 4 | (4) | Counts forward from a given number 0-10. | K.CC.B.5c |
| Topic 4 | (5,6) | Draw/write and count objects to compare numbers 0-10. | K.CC.A.2<br>K.CC.B.5c<br>K.CC.B.6 K.CC.C.7 |

| Topics 5 and 6 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 5 | (1A,2,3A) | Sorts objects into two categories.<br><br>*2/3 must be answered correctly to score Mastered.* | K.MD.C.4 |
| Topic 5 | (4) | Counts to answer "how many" are in each category 0-10. | K.MD.C.4<br>K.CC.B.6 |
| Topic 5 | (5,3B) | Compares two different sets of objects by quantity 0-10 to determine which set has more.<br><br>*2/2 must be answered correctly to score Mastered.* | K.MD.C.4<br>K.CC.B.6<br>K.CC.C.7 |
| Topic 5 | (1B,6) | Compare two different sets of objects by quantity 0-10 to determine which set has fewer.<br><br>*2/2 must be answered correctly to score Mastered.* | K.MD.C.4<br>K.CC.B.6<br>K.CC.C.7<br>K.CC.C.8 |
| Topic 6 | (9) | Understands that addition is putting together using objects or pictures. | K.OA.A.1 |
| Topic 6 | (1,5) | Uses objects to answer how many in "all" 0-10. | K.OA.A.1<br>K.OA.A.2 |
| Topic 6 | (2,3) | Match the number sentence to the picture 0-10 (and _____ is ).<br><br>*2/2 must be answered correctly to score Mastered.* | K.OA.A.1<br>K.OA.A.2 |
| Topic 6 | (4) | Match the addition expression to the picture 0-10 (2+1) | K.OA.A.1<br>K.OA.A.2 |

| Topics 6 and 7 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 6 | (7) | Writes an addition equation to match a picture 0-10 (__+__=__). | K.OA.A.1 |
| Topic 6 | (6,8) | Solves addition word problems using objects, drawings, and equations.<br><br>*2/2 must be answered correctly to score Mastered.* | K.OA.A.1<br>K.OA.A2 |
| Topic 6 | (10) | Match the equation to the picture 0- 10. | K.OA.A.1<br>K.OA.A.2 |
| Topic 6 | (11) | Use pictures to match addition equations 0-10. | K.OA.A.5 |
| Topic 6 | (10) | Match the equation to the picture 0- 10. | K.OA.A.1<br>K.OA.A.2 |
| Topic 6 | (11) | Use pictures to match addition equations 0-10. | K.OA.A.5 |
| Topic 7 | (1) | Understands that subtraction is taking part, taking away from using objects or pictures | K.OA.A.1 |
| Topic 7 | (2,3) | Uses objects to answer how many is "left" 0-10 | K.OA.A.1<br>K.OA.A.2 |
| Topic 7 | (4) | Write the number to match the whole-part-part 0-10 (is and) | K.OA.A.1<br>K.OA.A.2 |

# 2025-2026 MSCS Mathematics Kindergarten Topic Skills

| Topic 7 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 7 | (7) | Writes a subtraction equation to complete the pattern | K.OA.A.1<br>K.OA.A.2 |
| Topic 7 | (9,12) | Match subtraction equations from 0-10 to pictures | K.OA.A.1<br>K.OA.A.5 |
| Topic 7 | (5,6,8,10) | Writes a subtraction equation to match a picture 0-10 (- =) | K.OA.A.1<br>K.OA.A.2 |
| Topic 7 | (11) | Draws a picture and writes a subtraction equation 0-10 | K.OA.A.1<br>K.OA.A.2 |
| **Topic 8 Skills** | **Item** | **Description** | **Standard(s)** |
| Topic 8 | (7,10) | Decompose numbers less than or equal to 5 using objects or drawings to write an equation **in more than one way** (whole-part-part) | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.3 |
| Topic 8 | (5,6) | Add within 5 to solve for the unknown using objects or drawings to write an equation<br>(ex: 5=4+__, 3+__=4) | K.OA.A.1<br>K.OA.A.5 |
| Topic 8 | (6) | Subtract within 5 to solve for the unknown using objects or drawings to write an equation<br>(ex: 5-__=2,__-4=0) | K.OA.A.5 |
| Topic 8 | (3,4,11,1,13) | Decompose numbers less than or equal to 10 using objects or drawings to write an equation **in more than one way**. (whole-part-part) | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.3<br>K.OA.A.4 |
| Topic 8 | (1,2,8,9,14) | Add within 10 to solve for the unknown using objects or drawings to write an equation. (ex: 7=4+__, 5+__=10)<br>***(TN additional assessment item) **** | K.OA.A.1<br>K.OA.A.4<br>K.OA.A.5 |
| Topic 8 | (15) | Subtract within 1-10 to solve for the unknown using objects or drawings to write an equation. (ex: 8-__=2,__-4=6)<br>***(TN additional assessment item) **** | K.OA.A.5 |

# 2025-2026 MSCS Mathematics Kindergarten Topic Skills

| Topics 8,9,10, and 11 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 8 | (15) | Subtract within 1-10 to solve for the unknown using objects or drawings to write an equation. (ex: 8-__=2,__-4=6) ***(TN additional assessment item) **** | K.OA.A.5 |
| Topic 9 | (1,2) | Count to tell "how many?" objects within 20 | K.CC.B.6 |
| Topic 9 | (3) | Count forward to 20 | K.CC.A.2<br>K.CC.B.6 |
| Topic 9 | (4) | Write numbers from 0-20 to tell "how many?" | K.CC.A.3<br>K.CC.B.6 |
| Topic 9 | (5) | Counts up to 20 objects in various configurations (line, circle, array, scattered) to answer, "how many?" | K.CC.B.6 |
| Topic 9 | (6) | Draw/write and count objects to compare numbers 0-20 | K.CC.A.3 |
| Topic 9 | (7) | Write numbers from 0-20 in sequence. | K.CC.A.2 |
| Topic 9 | (8) | Draw/write and count objects from 0-20 that are one less than a number. | K.CC.B.5c |
| Topic 9 | (9) | Count objects from 0-20 that is one more than a number. | K.CC.B.5c |
| Topic 10 | (1,8) | Match written equations of teen numbers decomposed (14=10+4) | K.NBT.A.1 |
| Topic 10 | (3,5) | Decompose a number from 11-19 into ten and some more ones using objects | K.NBT.A.1 |
| Topic 10 | (2,4,6) | Compose a number from 11-19 into ten and some ones using a drawing or an equation (10+4=14) | K.NBT. A.1 |
| Topic 10 | (7) | Draw and write an equation to compose and decompose teen numbers as ten and some ones | K.NBT.A.1 |
| Topic 11 | (2,4,5,6,7) | Counts by 1's to 100 from any given number | K.CC.A.1<br>K.CC.A.2 |
| Topic 11 | (8,9) | Count by 5's to100 ***(TN additional assessment item) **** | K.CC.A.1<br>K.CC.A.2 |

| Topic 11 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 11 | (1,3) | Count by 10's to 100 | K.CC.A.1<br>K.CC.A.2 |
| Topic 11 | (10) | Sort 10 or fewer objects into groups and tell "how many?" | K.MD.B.3<br>K.MD.C.4 |
| Topic 11 | (11) | Sorts coins (penny, nickel, dime, quarter) into groups.<br>***(TN additional assessment item) ****** | K.MD.B.3 |
| Topic 11 | (12) | Identifies the value of a coin (penny, nickel, dime, quarter)<br>***(TN additional assessment item) ****** | K.MD.B.3 |
| **Topic** | **Item** | **Description** | **Standard(s)** |
| Topic 12 | (1) | Identifies two-dimensional shapes: square, circle, triangle, rectangle, hexagon (flat) | K.G.A.3 |
| Topic 12 | (2,3,4,5,6) | Names shapes as a square, circle, triangle, rectangle, hexagon. | K.G.A.1<br>K.G.A.2 |
| Topic 12 | (7) | Identifies three-dimensional shapes: cube, cone, cylinder and sphere (solid) | K.G.A.1<br>K.G.A.2 |
| Topic 12 | (8,10) | Draws a shape that describes the relative position using the following terms: above, below, beside, in front of, behind, between and next to | K.G.A.1 |
| Topic 12 | (9) | Identifies two-dimensional and three-dimensional shapes as flat or solid | K.G.A.3 |
| Topic 12 | (11) | Draws a two-dimensional and three-dimensional (Omit this item. It is not aligned to the standard.) | K.G.A.3 |
| **Topics 12,13, and 14 Skills** | **Item** | **Description** | **Standard(s)** |
| Topic 12 | (12) | Identify shapes as flat/two-dimensional shapes (square, circle, triangle, rectangle, hexagon) or solid/three-dimensional shapes (cube, cone, cylinder, sphere) | K.G.A.1<br>K.G.A.2 |
| Topic 12 | (13) | Identify the repeating pattern of a given unit<br>(TN additional assessment item) * | K.G.A.4 |
| Topic 12 | (14) | Continue a given pattern<br>(TN additional assessment item) * | K.G.A.4 |
| Topic 13 | (7) | Describes the attributes of flat/two-dimensional shapes (circle, square, triangle, rectangle, hexagon) | K.G.A.3<br>K.G.A.4 |

| Topics 13 and 14 Skills | Item | Description | Standard(s) |
|---|---|---|---|
| Topic 13 | (7) | Describes the attributes of solid/three-dimensional shapes (sphere, cube, cylinder, cone) | K.G.A.3<br>K.G.A.4 |
| Topic 13 | (1,2) | Identifies flat/two-dimensional shapes in the environment (circle, square, triangle, rectangle, hexagon) | K.G.B.4<br>K.G.B.5 |
| Topic 13 | (3,4) | Identifies solid/three-dimensional shapes in the environment (sphere, cube, cylinder, cone) | K.G.B.4<br>K.G.B.5 |
| Topic 13 | (5-first part only) | Draws flat/two-dimensional shapes (circle, square, triangle, rectangle, hexagon) | K.G.B.4 |
| Topic 13 | (6) | Uses flat/two-dimensional shapes to make larger flat/two-dimensional shapes | K.G.B.5 |
| Topic 14 | (1,5) | Compares objects to determine which is taller than/shorter than/equal to | K.MD.A.1<br>K.MD.A.2 |
| Topic 14 | (2,4) | Compares containers/items to determine which holds more than/less than/equal to | K.MD.A.2 |
| Topic 14 | (8-part 2 only) | Compares objects to determine which is longer than/shorter than/equal to | K.MD.A.1<br>K.MD.A.2 |
| Topic 14 | (3,7) | Compares objects to determine which is heavier/lighter | K.MD.A.1<br>K.MD.A.2 |
| Topic 14 | (6) | Identifies the appropriate tool to measure: weight, height, length | K.MD.A.1 |

# 2025-2026 MSCS Mathematics Kindergarten Quarterly Standards

| Quarter 1 Items | Description | Standard |
|---|---|---|
| (1, 2) | Count numbers backward from 10. | K.CC.A.1 |
| ( 3,4,5) | Represent/ Write numbers for a set of objects from 0 to 10. | K.CC.A.3 |
| *(6,7)* | Recognize and analyze a pattern using concrete materials.<br>*Additional Tennessee Standard** | K.CC.A.4 |
| (8,9) | Count objects to 10, say the number names in the standard order, using one-to-one correspondence. | K.CC.B.5a |
| *(10,11)* | Recognize that the last number said tells the number of objects counted regardless of their arrangement or the order in which they were counted. | K.CC.B.5b |
| *(12,13)* | When counting objects (0-10**),** recognize that each successive number name refers to a quantity that is one greater and one less. | K.CC.B.5c |
| *(14,15)* | Count to answer "how many?" questions as many as 10 things arranged in a line, a rectangular array, a circle, or scattered configuration. | K.CC.B.6 |
| (16,17,18) | Compare two sets of objects 0-10 using the terms greater than, less than or equal. | K.CC.C.7 |
| (19,20) | Compare two given numbers up to 10, when written as numerals, using the terms *greater than, less than*, or *equal to.* (Students need not use comparison symbols here.) | K.CC.C.8 |
| **Quarter 2 Items** | **Description** | **Standard(s)** |
| | Given a number from 1-10, count out that many objects arranged in a line, a rectangular array, a circle, or in a scattered configuration. | K.CC.B.6 |
| (1,2) | Sort a collection of objects into a given category, with 10 or fewer in each category. | K.MD.C.4 |
| *(3,4)* | Represent addition up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. | K.OA.A.1 |

| Quarter 2 Items | Description | Standard(s) |
|---|---|---|
| (5,6) | Represent subtraction up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. | K.OA.A.1 |
| *(7,8,9)* | Add within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. | K.OA.A.2 |
| (10,11,12) | Subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. | K.OA.A.2 |
| (14,15,16, 17) | Add within 10 using mental strategies.<br><br>*Additional TN Standard** | K.OA.A.5 |
| (13,17) | Subtract within 10 using mental strategies.<br><br>*Additional TN Standard** | K.OA.A.5 |
| **Quarter 3 Items** | **Description** | **Standard(s)** |
| (1,2,3) | Count to 100 by ones, fives, and tens. | K.CC.A.1 |
| (4,5,6) | Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1) | K.CC.A.2 |
| (7,8,9) | Represent/Write numbers for a set of objects from 0 to 20. | K.CC.A.3 |
| This standard was assessed in Quarter 1. | When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence. | K.CC.B.5a |
| This standard was assessed in Quarter 1. | Recognize 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.B.5b |

| Quarter 3 Items | Description | Standard(s) |
|---|---|---|
| (10, 11) | When counting objects (0-20), recognize that each successive number refers to a quantity that is one greater or one less. | K.CC.B.5c |
| (12,13) | Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, in a scattered configuration. Given a number from 1-20, count out that many objects. | K.CC.B.6 |
| *(14,15,16,17)* | Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each. | K.MD.B.3 |
| (18,19, 20) | Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (*e.g., 18 equals 10 + 8*). Record the composition or decomposition using a drawing or by writing an equation. | K.NBT.A.1 |
| *This standard was assessed in Quarter 2.** | Represent addition up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. | K.OA.A.1 |
| *This standard was assessed in Quarter 2.** | Represent subtraction up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. | K.OA.A.1 |
| *This standard was assessed in Quarter 2.** | Add within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. | K.OA.A.2 |
| *This standard was assessed in Quarter 2.** | **S**ubtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. | K.OA.A.2 |
| (21,22,23) | Decompose numbers less than or equal to 10 into addend pairs in more than one way (*e.g., 5 = 2 + 3 and 5 = 4 + 1*) by using objects or drawings. Record each decomposition using a drawing or writing an equation. | K.OA.A.3 |

| Quarter 3 Items | Description | Standard(s) |
|---|---|---|
| (24,25) | Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation. | K.OA.A.4 |
| This standard was assessed in Quarter 2. | Add within 10 using mental strategies. | K.OA.A.5 |
| This standard was assessed in Quarter 2. | Subtract within 10 using mental strategies. | K.OA.A.5 |
| **Quarter 4 Items** | **Description** | **Standard(s)** |
| *(1.2)* | Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern. | K.CC.A.4 |
| *(3,4,5,6, 7, 8)* | Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, *between*, and *next to*. | K.G.A.1 |
| *(9,10,11,12)* | Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size. | K.G.A.2 |
| (13,14) | Identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three-dimensional. | K.G.A.3 |
| *(15, 16, 17)* | Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations. | K.G.B.4 |
| *(18, 19)* | Model shapes/solids in the world by building or drawing them. | K.G.B.5 |
| *(20,21)* | Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure. | K.G.B.6 |

| Quarter 4 Items | Description | Standard(s) |
|---|---|---|
| *(22,23,24)* | Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light). | K.MD.A.1 |
| *(25,26,27)* | Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter. | K.MD.A.2 |

**Mathematics Assessment Calendar 2025-2026**

| Assessment | Quarter Assessed and Reported | Suggested Completion |
|---|---|---|
| Topic 1 Assessment | Quarter 1 | August 28th |
| Topic 2 Assessment | Quarter 1 | September 8th |
| Topic 3 Assessment | Quarter 1 | September 24th |
| Quarter 1 Assessment | Quarter 1 | October 2nd -3rd |
| End of Quarter 1 | Quarter 1 | October 3rd |
| Topic 5 Assessment | Quarter 2 | October 10th |
| Topic 6 Assessment | Quarter 2 | November 14th |
| Quarter 2 Assessment | Quarter 2 | December 17th - 19th |
| End of Quarter 2 | Quarter 2 | December 19th |
| Topic 8 Assessment | Quarter 3 | January 23rd |
| Topic 9 Assessment | Quarter 3 | February 6th |
| Topic 10 Assessment | Quarter 3 | February 24th |
| Quarter 3 Assessment | Quarter 3 | March 11th- 13th |
| End of Quarter 3 | Quarter 3 | March 13th |
| Topic 12 Assessment | Quarter 4 | April 8th |
| Topic 13 Assessment | Quarter 4 | April 22nd |
| Quarter 4 Assessment | Quarter 4 | April 5th -7th |
| End of Quarter 4 | Quarter 4 | May 21st |
| For the remainder of the semester, kindergarten students will engage in Topic 15: Step Up to Grade 1 lessons. Topic 15 is not assessed on the kindergarten report card. It is designed to prepare Kindergarten students for grade 1 math. | | |

## Assessment Guide - Mathematics

**Norms to remember when performing the assessment:**

- At the end of each topic, there is an assessment, resulting in a total of 14 topic assessments. Additionally, there is one assessment at the end of each quarter, making a total of 4 quarterly assessments.
- Quarterly assessments serve as summative evaluations that will be administered at the end of each quarter. The quarter assessment will take the place of the last topic assessment during that grading period.
- The assessments will be given over the span of one to two days, built into the math pacing guide. The ***teacher will administer as a whole group or assess in a*** **small group.**
- Use the specific language of the assessment and support should be provided to assist English Language Learners.
- The assessments will indicate if students have displayed mastery or non-mastery of each skill.

**Scoring Notes:**

- Students will be assessed based on math standards rather than individual skills. This ensures that each math standard is thoroughly taught for mastery. The standards included on the students' report card are presented in a format that is easy for parents to understand.

| Topics 1,2,3, and 4 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.A.1** Count numbers backward from 10. **(1, 2)** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.A.3** Represent/ Write numbers for a set of objects from 0 to 10. **( 3,4,5)** | *2/3 must be answered correctly to score Mastered.** | | | | |
| **K.CC.A.4** Recognize and analyze a pattern using concrete materials. ***(6,7)*** ****Additional Tennessee Standard*** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.B.5a.** Count objects to 10, say the number names in the standard order, using one-to-one correspondence. **(8,9)** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.B.5b.** Recognize that the last number said tells the number of objects counted regardless of their arrangement or the order in which they were counted. ***(10,11)*** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.B.5c.** When counting objects (0-10), recognize that each successive number name refers to a quantity that is one greater and one less. ***(12,13)*** | *2/2 must be answered correctly to score Mastered.** | | | | |

- Record score of mastery or non-mastery on Student Report Card Skills Checklist. ***This checklist should be included in the student's 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). *Specific skills may have multiple questions and are outlined in the assessment.*
- 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.
- Recordkeeping 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.

**Possible uses of Assessment:**

- Daily Planning
- Parent teacher conferences
- Grade 1 placement

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 his/ her level of mastery.

Please use the specific language of the assessment and, when possible, translate for non-English speakers (this is a math assessment and not a language assessment). If a student is unresponsive, wait about 15 seconds for a response. Record score of mastery or non-mastery on Student Report Card Skills Checklist. *This checklist should be included in the student's cumulative folder.*

Each assessment has a variety of question types that stem from multiple choice, multi-select, written, and/or drawing. Although teachers can assess students using the digital platform, it is highly discouraged. It is suggested that students use the printed test due to certain aspects of a standard that cannot be assessed online. For example, standard K.CC.A.3 assesses a student's ability to write numbers and connect a symbol to a quantity. Although students would be able to demonstrate their understanding of connecting a symbol to a quantity via the digital platform, it would be difficult to assess their ability to write numbers and further develop their fine motor skills.

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 their words to tell what he/she did, do not count that against him/her quantitatively. Be aware of the difference between a non- native English speaker's ability 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.

**Note:** Store the assessments in a three-ring binder or student portfolio. By the end of the year, each student will have 10 topic assessments and 4 quarterly assessments. These assessments can be beneficial for daily lesson planning, parent conferences, and for Grade 1 teachers preparing to receive these students.

Name _____

Topic 1
Assessment

1

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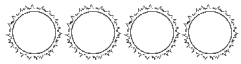
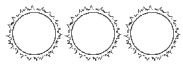
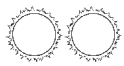
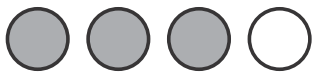
Ⓑ 

Ⓒ 

Ⓓ 

2 

Ⓐ 1

Ⓑ 2

Ⓒ 3

Ⓓ 4

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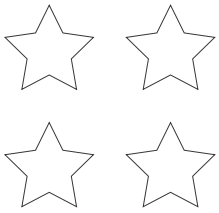

Ⓐ 5

Ⓑ 4

Ⓒ 3

Ⓓ 2

4

Ⓐ

Ⓒ

Ⓑ

Ⓓ

**Directions** Have students mark the best answer. 1 Which shows 3 suns? 2 How many shaded counters are there? 3 How many stars are there? 4 Which vase has 0 flowers?



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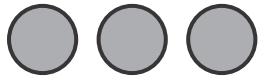

Ⓐ 2

Ⓑ 1

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Ⓓ 3

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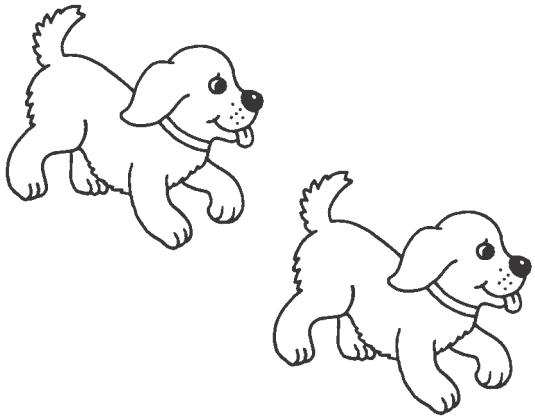

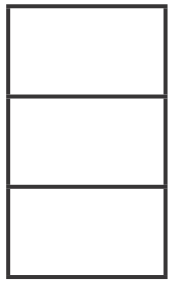

7

**Directions** Have students: 5 listen to this story: *Tina is counting basketballs. She uses these counters to show how many basketballs she has counted so far. Which of these shows the next number of basketballs she will count?* 6 count the puppies, and then color the boxes to show how many; 7 count the number of dots, and then draw counters to show the same number of dots.



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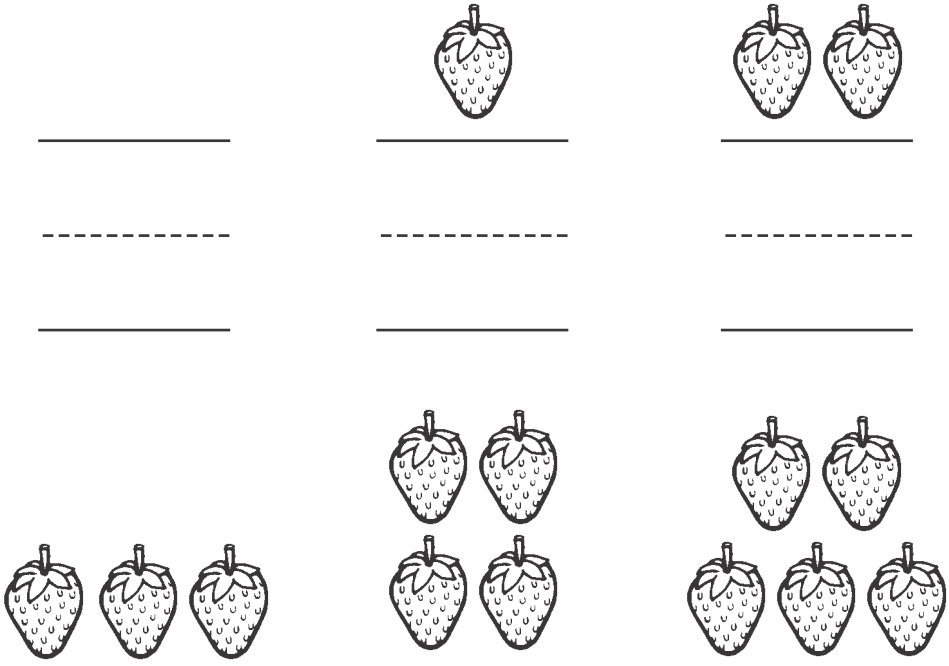

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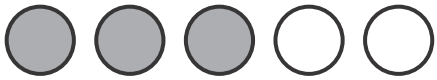

**Directions** Have students: 8 count the strawberries, and then write the numbers to tell how many; 9 listen to this story: *Jack has some shaded and some unshaded counters. He uses the counters to show one way to make 5. Write numbers to tell how many of each type he used.*



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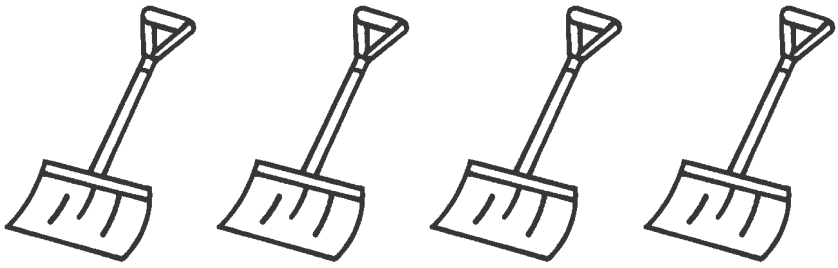

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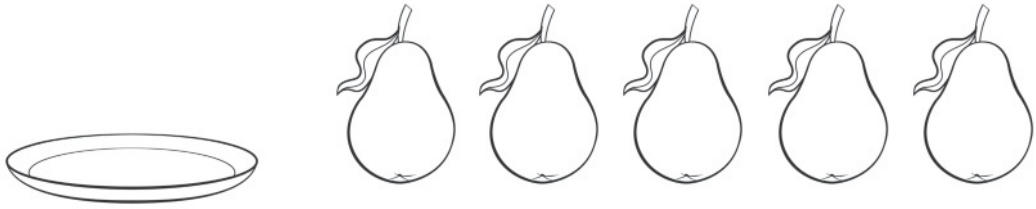

12

_____

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_____

**Directions** Have students: 10 count the snow shovels, and then write the number to tell how many; 11 count the number of pears on the plate, and then color the pears to show how many; 12 draw 5 squares, and then write the number to tell how many.



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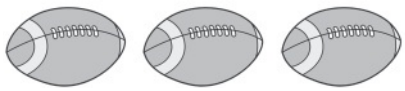
Name _____

Topic **2**
Assessment

**1**



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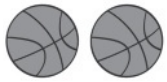
Ⓑ 

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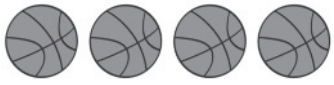
Ⓓ 

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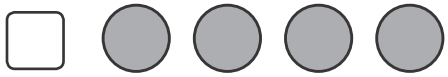

**3**

**5** **5**

**Directions** 1 *Look at the group of footballs. Which group of basketballs is equal to the group of footballs?* 2 *Mark all the groups of gray counters that are NOT equal in number to the group of white counters.* 3 Have students draw a circle around the number that is greater than the other number, or draw a circle around both numbers if they are equal. Then have students draw pictures to show how they know.



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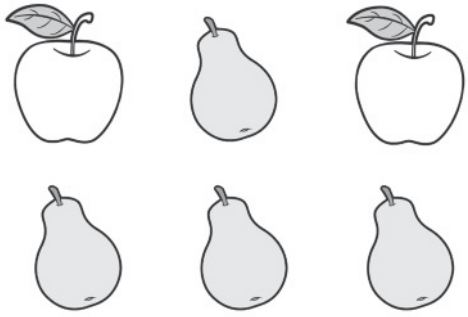

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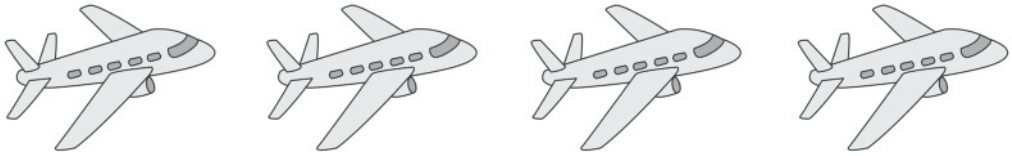

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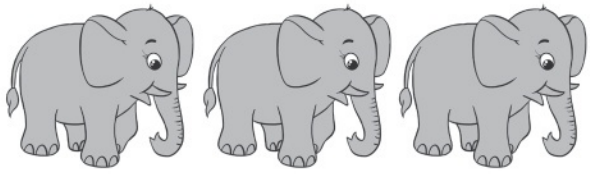

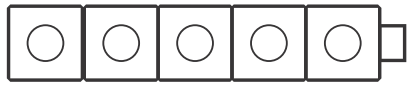

**Directions** Have students: 4 count the apples and pears, write the numbers to tell how many, and then mark an X on the number that is less than the other number; 5 draw a group of toys that is less in number than the group of toy airplanes shown. 6 Say: *Marcus has 4 toy frogs and 3 toy elephants. Color the cubes to show how many of each type of toy, and then draw a circle around the cube train that is greater in number than the other cube train.*



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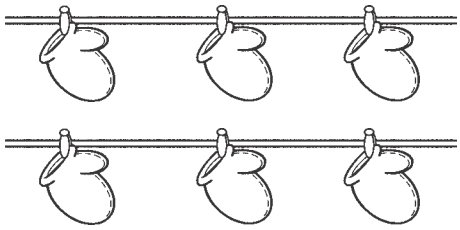
Name _____

Topic 3
Assessment

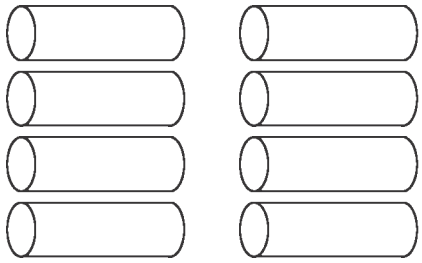
1



Ⓐ 8 Ⓒ 6

Ⓑ 7 Ⓓ 5

2



Ⓐ 8 Ⓒ 6

Ⓑ 7 Ⓓ 5

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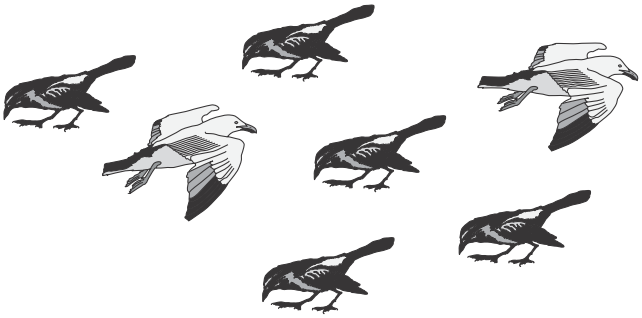
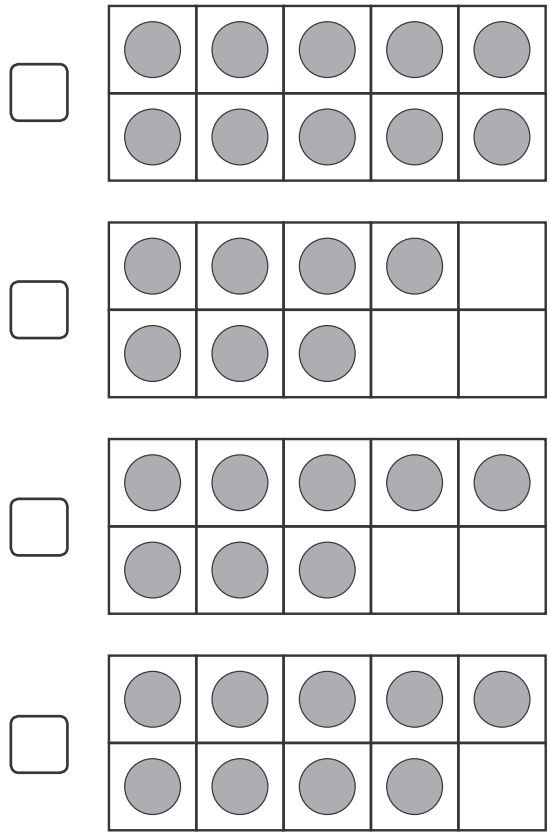


Ⓐ 3 Ⓒ 6

Ⓑ 4 Ⓓ 7

4



**Directions** Have students mark the best answer. 1 How many mittens are hanging on the line? 2 How many pegs are there? 3 Which number tells how many birds? 4 Mark all the counters that do NOT show 8.



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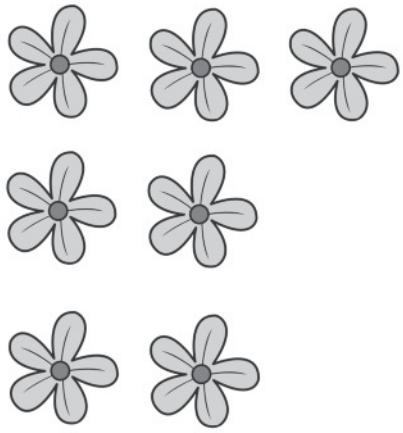

**Directions** Have students: read the number, and then draw toys to show how many; count the flowers, and then write the number to tell how many; draw 10 objects, and then write the number to tell how many.



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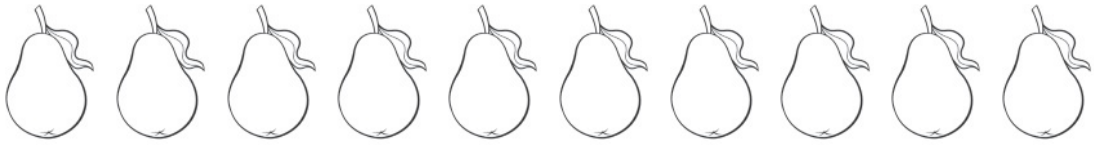

_____ _____ _____

- - - -

10

red _____

yellow _____

total _____

**Directions** 10 Have students color the volleyballs red and yellow to show one way to make a group of 5. Write the number of red volleyballs and the number of yellow volleyballs that they colored. Then write the number that tells how many volleyballs in all.



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Name _____

Topic **3**
Assessment

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|

11

☐ 1 ☐ 3

☐ 2 ☐ 5

12 9, 8, 7, ____

Ⓐ 5 Ⓒ 7

Ⓑ 6 Ⓓ 10

13 5, 4, 3, ____

Ⓐ 2 Ⓒ 5

Ⓑ 3 Ⓓ 6

14

_____ _____ _____ _____ _____ _____

10

_____ _____ _____ _____ _____ _____

**Directions** 11 Have students mark the numbers they say when they count backward from 4. 12 and 13 Have students mark the correct answer. Say: *Count backward. Which number comes next?* 14 Have students start at the gray number and count backward. Have them write each number they counted.



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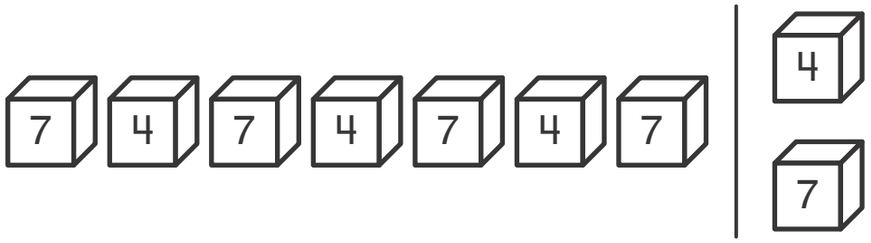
15

3 6 6 3 6 6 3 6 6 _____

Ⓐ 3 Ⓑ 4 Ⓒ 5 Ⓓ 6

16




**Directions** 15 and 16 Have students choose or circle the number that comes next in the pattern.



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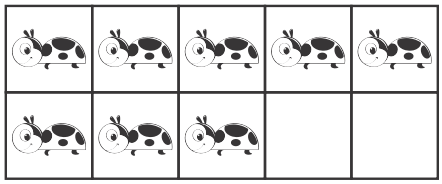
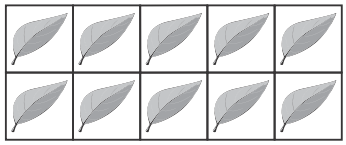
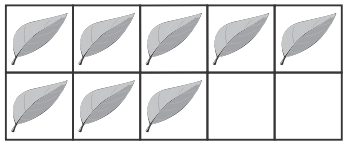
Name _____

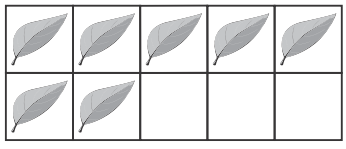
Topic **4**
Assessment

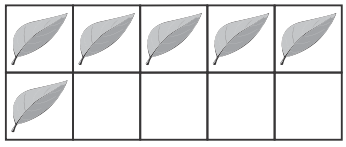
**1**



Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

**2**

5

1 2 3 4 5 6 7 8 9 10

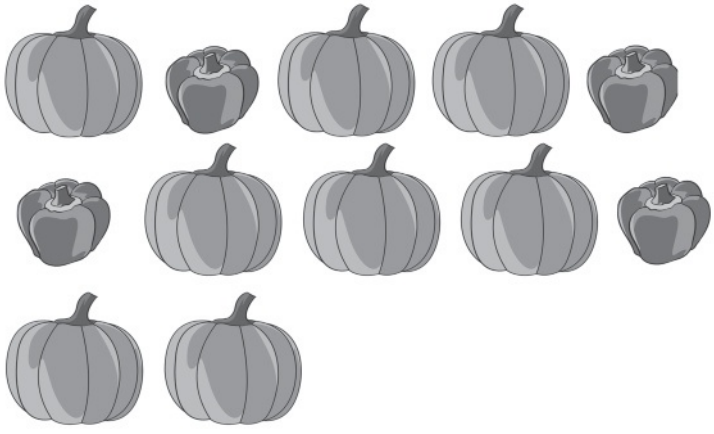
☐ 9

☐ 8

☐ 6

☐ 4

**3**



_____

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**Directions** Have students mark the best answer. **1** Which group of leaves is greater than the group of ladybugs? **2** Look at the number line. Then mark all the numbers that are greater than the number on the card. **3** Have students count the number of pumpkins and peppers, write the number that tells how many of each, and then mark an X on the number that is less.



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4

7

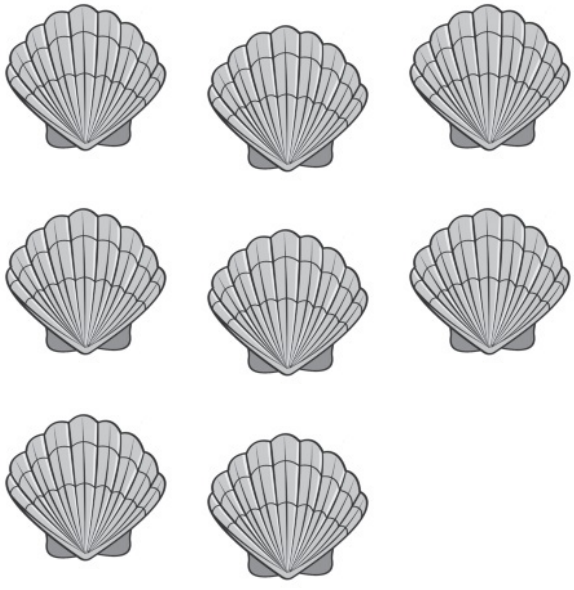
5

6

8

5

6



**Directions** Have students: 4 write the number that is counted first among the 4 number cards, and then count forward and write the number that is 1 greater than the number before; 5 count the pretzels in the group, draw a group of circles that is greater than the group of pretzels shown, and then write the numbers to tell how many. 6 Say: *Tomika has 8 shells in a pail. She finds 1 more. How many shells does she have now?* Have students use reasoning to find the number that is 1 greater than the number of shells shown, draw counters to show the answer, and then write the number to tell how many.



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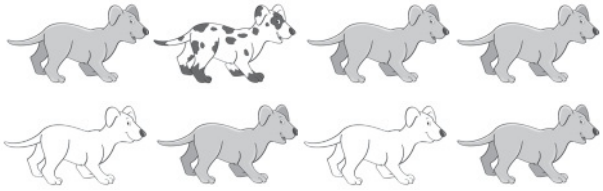
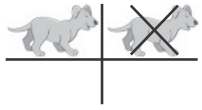
Name _____

Topic **5**
Assessment

**1**

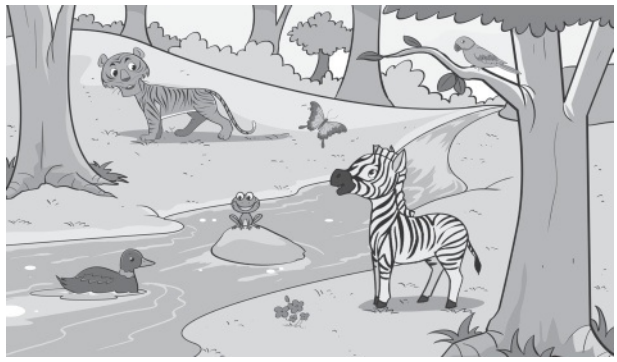


**A.**

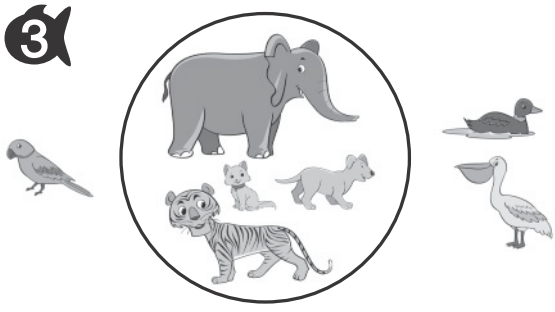


**B.**

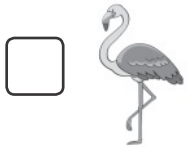
**2**



**3**



**A.**



**B.** Ⓐ The number outside is greater than the number inside.

Ⓑ The number inside is less than the number outside.

Ⓒ The number inside is equal to the number outside.

Ⓓ The number outside is less than the number inside.

**Directions** Have students: **1** **A.** draw lines in the chart as they count the puppies that are gray and the puppies that are NOT gray; **B.** compare the number of puppies that are gray to the number of puppies that are NOT gray. Say: *Draw a circle around the category that is less in number;* **2** draw a circle around the animals that fly, and mark an X on the animals that do NOT fly. **3** **A.** Say: *The animals have been classified into two categories. Mark all the animals that belong in the category of animals inside the circle.* **B.** Then have students compare the number of animals inside the circle with the number of animals outside the circle. Say: *Which statement correctly describes the picture?*



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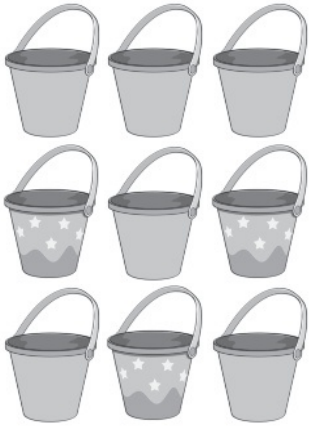
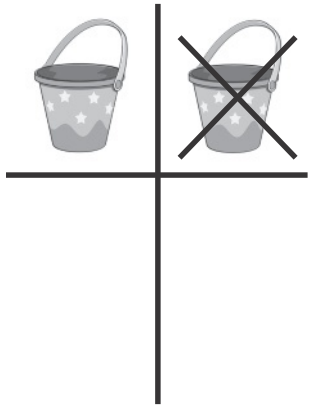
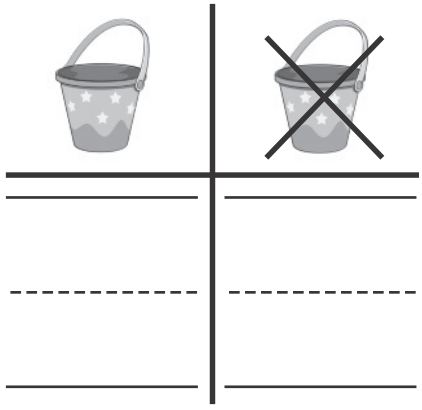
4







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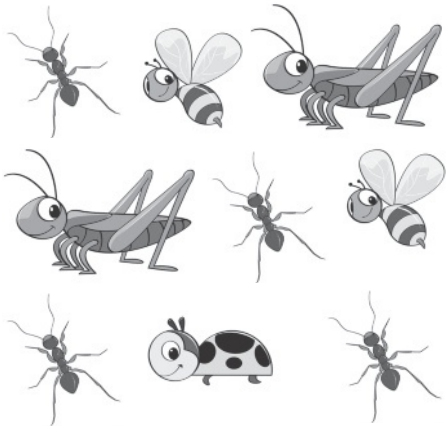
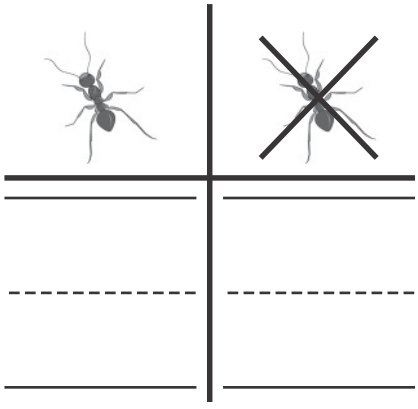
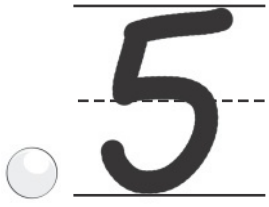


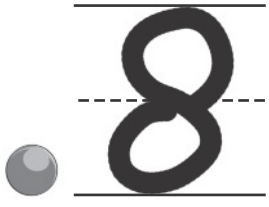


6

yes



no



**Directions** Have students: 4 draw lines in the chart as they count the pails that have stars and the pails that do NOT have stars, and then write the numbers to tell how many in another chart; 5 sort the bugs into bugs that are ants and bugs that are NOT ants, count them, and then write the numbers in the chart to tell how many. Then have students draw a circle around the category that is greater than the other category; 6 listen to the problem, draw a circle around *yes* or *no,* and then use numbers, pictures, or words to explain how they know whether the answer makes sense. Say: *Rebecca says that the category of white beads is greater than the category of beads that is NOT white. Does her answer make sense?*



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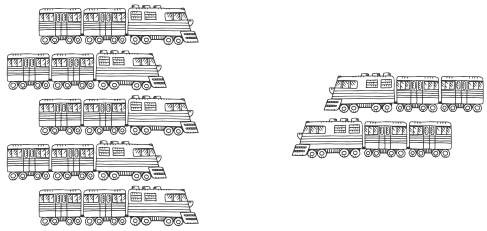
Name _____

Topic 6
Assessment

**1**



Ⓐ 4 in all; $2 + 2 = 4$

Ⓑ 6 in all; $5 + 1 = 6$

Ⓒ 7 in all; $5 + 2 = 7$

Ⓓ 9 in all; $5 + 4 = 9$

**2**

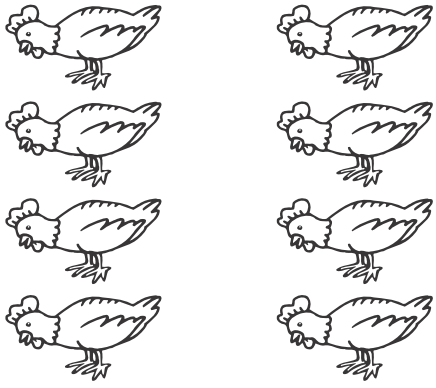
Ⓐ 3 and 2 is 5.
$3 + 2 = 5$

Ⓑ 2 and 5 is 7.
$2 + 5 = 7$

Ⓒ 3 and 1 is 4.
$3 + 1 = 4$

Ⓓ 2 and 6 is 8.
$2 + 6 = 8$

**3**



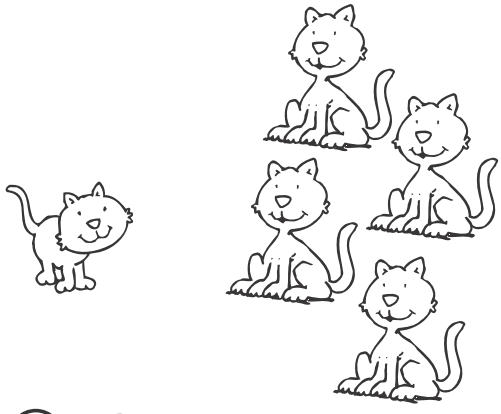
Ⓐ 8 and 1 is 9

Ⓑ 4 and 4 is 8

Ⓒ 4 and 5 is 9

Ⓓ 2 and 2 is 4

**4**



Ⓐ $2 + 1$

Ⓑ $1 + 4$

Ⓒ $4 + 0$

Ⓓ $1 + 5$

**Directions** Have students mark the best answer. 1 *Luke has 5 trains. His mom gives him 2 more trains. Which tells how many trains Luke has in all?* 2 *Jack has 3 pails. Jill brought 2 more. Which number sentence tells how many pails they have in all?* 3 *Which number sentence tells about adding the groups of chickens?* 4 *Which addition expression tells about the picture?*



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5

3 and 2 is _____ in all.

6

_____ and _____ is _____.

7

_____ and 3 is 7.

8

_____ ○ _____ ○ _____

**Directions** Have students: 5 listen to the story, and then do all of the following to show each part to find how many in all: clap and knock, hold up fingers, and give an explanation of a mental image. Ask them to color the number of each part, and then write the number to tell how many in all. *Meg buys 3 red apples. She buys 2 yellow apples. How many apples does she buy in all?* 6 draw two groups of flowers to show 8 in all, and then write a number sentence to match the drawing; 7 draw the number of cubes needed to make 7 cubes in all, and then complete the number sentence; 8 listen to the story, use counters to model putting together the groups, draw the counters to show what is happening, and then write an equation for the story. Say: *There are 3 black kittens in a yard and 6 tiger kittens in a yard. How many kittens are there in all?*



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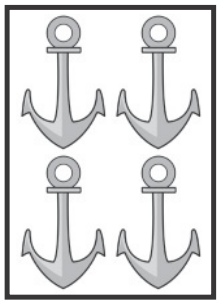
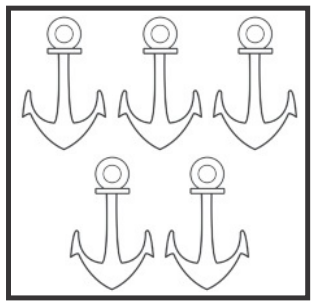
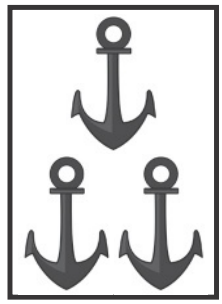
9

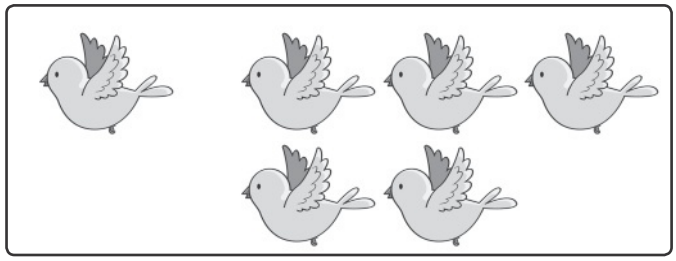




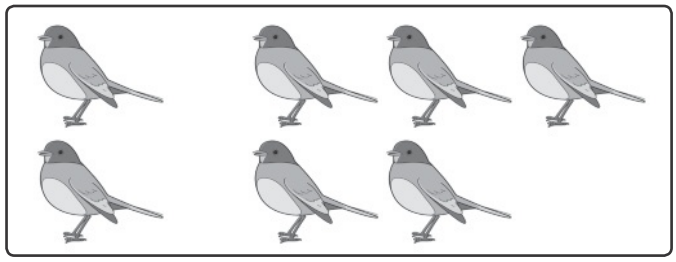


10

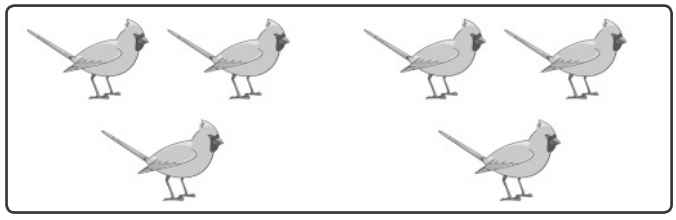
$2 + 5 = 7$



$3 + 3 = 6$



$1 + 5 = 6$



**Directions** Have students: 9 draw a circle around two groups to put them together to show the number on the card; 10 match each picture with the equation that shows the correct parts and how many in all.



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**Directions** Have students color the boxes to complete the pattern of ways to make 5, and then write an equation to match the boxes.



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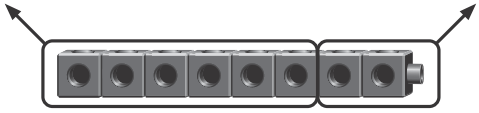
Name _____

Topic 7
Assessment

1



Ⓐ 7 take away 2

Ⓑ 9 take away 3

Ⓒ 8 take away 2

Ⓓ 6 take away 3

2

Ⓐ $4 - 2 = 2$

Ⓑ $4 - 3 = 1$

Ⓒ $3 - 1 = 2$

Ⓓ $5 - 2 = 2$

3

Ⓐ $5 - 2 = 3$

Ⓑ $5 - 3 = 2$

Ⓒ $7 - 2 = 5$

Ⓓ $7 - 3 = 4$

**Directions** Have students mark the best answer. 1 Say: *Which expression matches the picture and tells the number of cubes in all and a part that is taken away?* 2 Listen to the story: *There are some beavers in a group. Then some beavers leave. Which equation matches the picture and tells how many beavers are left?* 3 Listen to the story: *Sarah sees 5 ducks. 2 fly away. Which equation matches the picture and tells how many ducks are left?*



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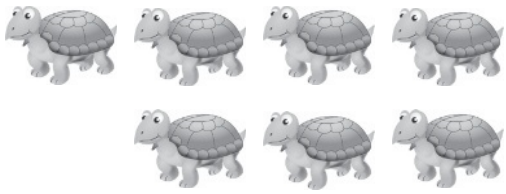
4

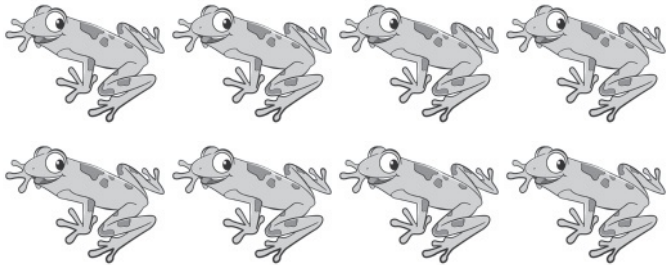


_____ _____ _____

---

_____ take away _____ is _____.

5



_____

---

_____ are left.

_____ _____ _____

---

---

---

_____ _____ _____

6

_____ _____

---

---

_____ and _____

**Directions** 4 Have students listen to the story, and then complete the sentence to tell how many are left. Say: *Brad sees 10 turtles at the zoo. 3 turtles crawl away. Write a number sentence to tell how many are left.* 5 Have students count the frogs. Then have them mark Xs on some frogs that hop away, write the number to tell how many are left, and write a matching equation. 6 Say: *Renee has 9 apples. She puts the apples on 2 plates. Draw apples to show how many Renee could put on each plate. Then write the numbers to tell the parts.*



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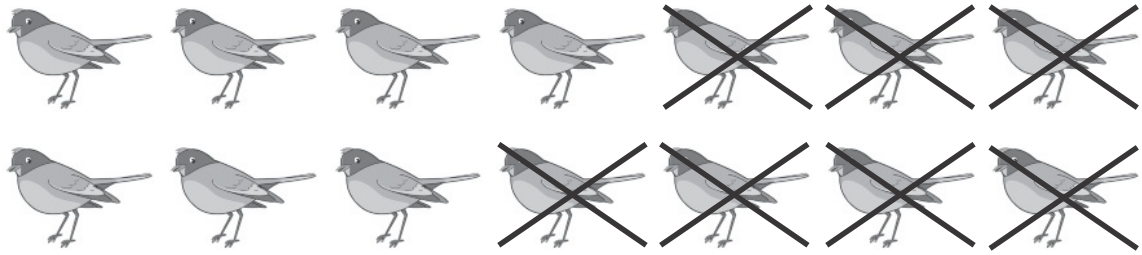
7

5 − 1 = _____

5 − 2 = _____

_____ − _____ = _____

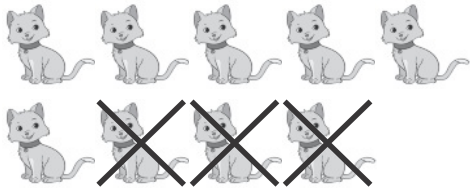
8



_____ _____ _____

_____ ○ _____ ○ _____

9



Ⓐ 6 − 3 = 3

Ⓑ 5 − 4 = 1

Ⓒ 5 − 1 = 4

Ⓓ 9 − 3 = 6

**Directions** Have students: 7 complete each equation to find the pattern; 8 listen to the story, draw a circle around the picture that shows the story, and then write a matching equation. Say: *There are 7 birds on a branch. 3 birds fly away. How many birds are left?* 9 Which equation matches the picture?



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10

## Take apart 6.

_____ _____ _____

_____ – _____ = _____

_____ _____ _____

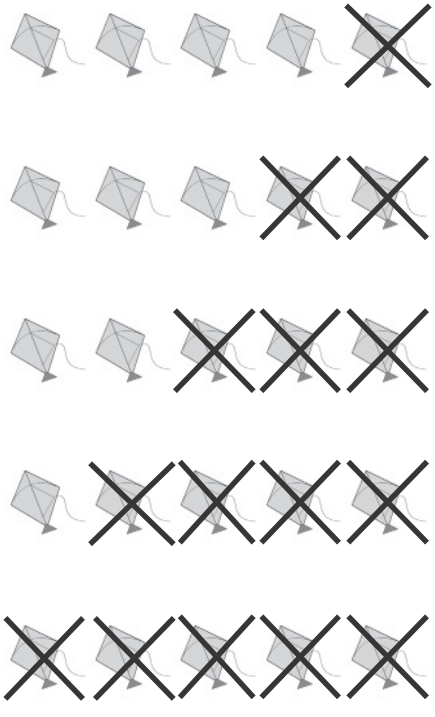
11

_____ _____ _____

_____ ◯ _____ ◯ _____

_____ _____ _____

12



5 – 1 = 4

5 – 3 = 2

5 – 5 = 0

5 – 2 = 3

5 – 4 = 1

**Directions** Have students: 10 take apart the group of oranges. Have them draw a circle around the parts they made, and then write an equation that matches their picture; 11 listen to the story, draw a picture, use counters or other objects to help solve the problem, and then write the equation. *Karen collects 8 shells. She gives 6 away. How many shells does Karen have left?* 12 match each equation with a row of kites to find the pattern.



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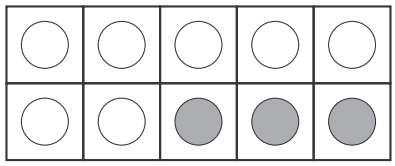
Name _____

Topic **8**
Assessment

**1**



10 = _____ + _____

_____ _____

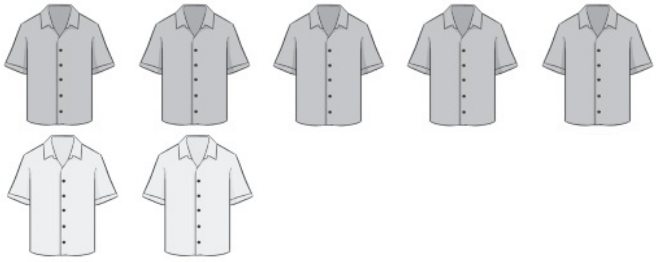
**2**

_____

---

_____ fruits

**3**



Ⓐ $5 + 2 = 7$ and $7 - 2 = 5$

Ⓑ $5 + 3 = 8$ and $8 - 5 = 3$

Ⓒ $5 + 4 = 9$ and $9 - 5 = 4$

Ⓓ $5 + 5 = 10$ and $10 - 5 = 5$

**4**

☐ $2 + 7 = 9$ ☐ $6 + 2 = 8$ ☐ $2 + 5 = 7$

☐ $2 + 6 = 8$ ☐ $5 + 3 = 8$

**Directions** Have students: **1** write an equation that shows how the unshaded and shaded counters are used to show the parts that make 10. Use the counters for help. **2** count the fruits, draw counters to show how many more fruits are needed to make 10, and write the number that tells how many. **3** look at the picture and mark the best answer. Say: *What pair of addition and subtraction equations can be used to model a story about the shirts?* **4** Have students listen to the story, and then mark all the equations that show possible ways to break apart 8. Say: *Caleb buys 8 apples to make a pie. Some apples are red and some are green. How many apples of each color could Caleb use to make a pie that has exactly 8 apples?*



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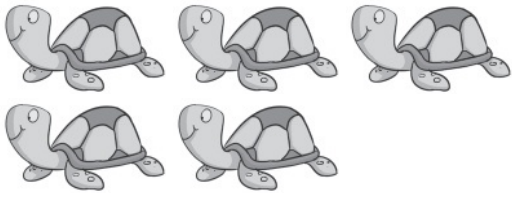
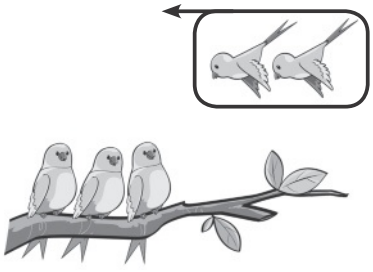


5 = ____ + ____

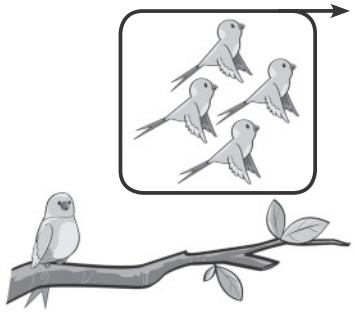
6



____ ____ ____

---------- ◯ ---------- = ----------

____ ____ ____



____ ____ ____

---------- ◯ ---------- = ----------

____ ____ ____

7

____ ____ ____

---------- ◯ ---------- = ----------

____ ____ ____

**Directions** Have students: 5 use yellow and red counters to show a way the 5 turtles can be separated into 2 groups, draw circles around two groups of turtles to show a number pair that matches the counters, and then complete the equation to show the way to make 5; 6 look at the pictures as they listen to each story, use connecting cubes to help act out each story and choose an operation, and then write the equations to show the related facts. Say: *3 birds are in a group. 2 join them. How many birds are there in all?* Then say: *5 birds are in a group. 4 leave. How many birds are left?* 7 tell a story for 4 − 1. Then have them draw a picture to illustrate their story and write the equation.



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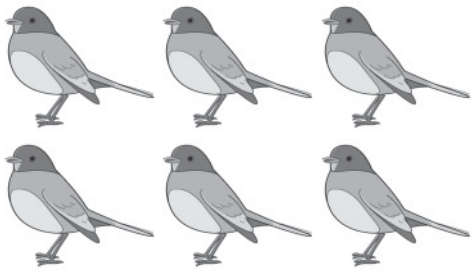
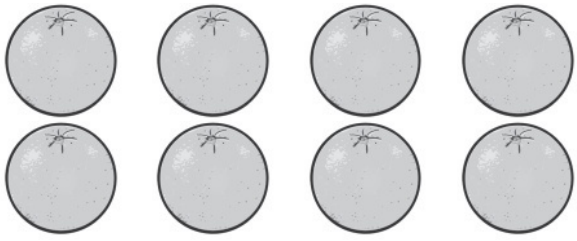
8



6 = ____ + ____

9



8 = ____ + ____

10

5 = ____ + ____

**Directions** Have students: 8 draw a circle around two groups of birds to show a number pair for 6, and then complete the equation to match the picture; 9 draw a circle around two groups of oranges to show a number pair for 8, and then complete the equation to match the picture; 10 look at the picture and listen to the story, draw circles to show how to break apart 5 shells, and then complete the equation to match the circled groups of shells in the picture. Say: *Carla has 5 shells. She gives some to her mom and some to her sister. How many shells does she give to her mom? How many does she give to her sister?*



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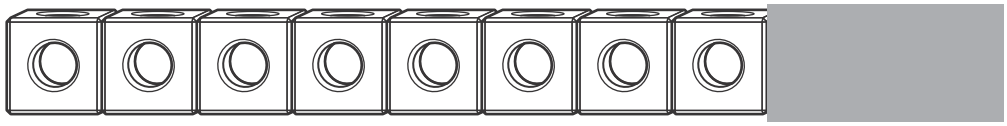
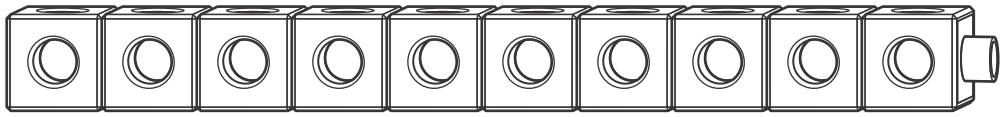
11



_____ + _____ = 10

_____ _____

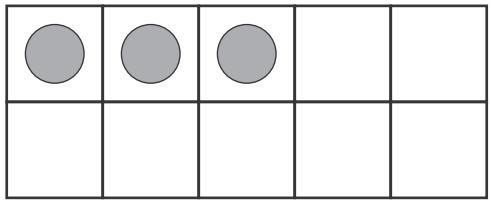
12



10 = _____ + _____

_____ _____

13



3 + _____ = 10

_____

**Directions** Have students: 11 count the white cubes to find one part of 10, use blue cubes to find the number of cubes under the cover, and then complete the equation to show the parts of 10; 12 use red and blue crayons to color the cube train to show a way 10 can be separated into parts. Then have them complete the equation to match their picture to show the parts of 10; 13 draw red counters in the ten-frame to show the missing part of 10. Then have them complete the equation to match the picture.



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Name _____

Topic **8**
Assessment

**14** $3 + 6 = ?$

Ⓐ 3

Ⓑ 6

Ⓒ 8

Ⓓ 9

**15** $8 - 4 = ?$

Ⓐ 8

Ⓑ 7

Ⓒ 4

Ⓓ 3

**Directions:** Have students mark the best answer. 14 Ask: *Which number solves the addition problem? Find the sum any way you choose.* 15 Ask: *Which number solves the subtraction problem? Find the difference any way you choose.*



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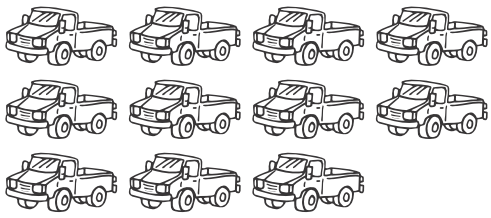
Name _____

Topic 9
Assessment

**1**



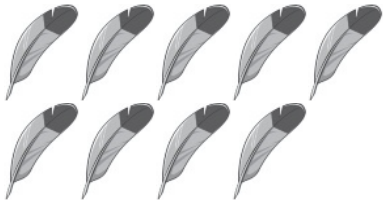
Ⓐ 11

Ⓑ 12

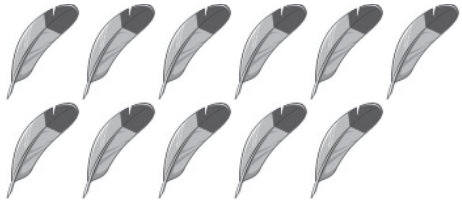
Ⓒ 13

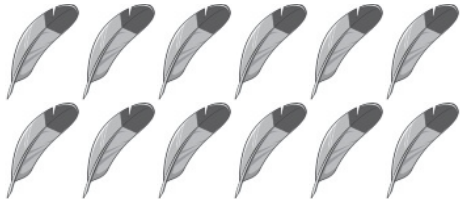
Ⓓ 15

**2**

Ⓐ 

Ⓑ

Ⓒ 

Ⓓ 

**3**

☐ 11 ☐ 12 ☐ 8 ☐ 9 ☐ 7

**Directions** Have students mark the best answer. 1 Which number tells how many? 2 Which shows 12? 3 Have students listen to the story, and then mark all the possible answers. Say: *There are some ants outside of the anthill. 1 or more ants are inside the anthill. Count the ants outside of the anthill, and then mark two numbers that tell how many ants there could be in all.*



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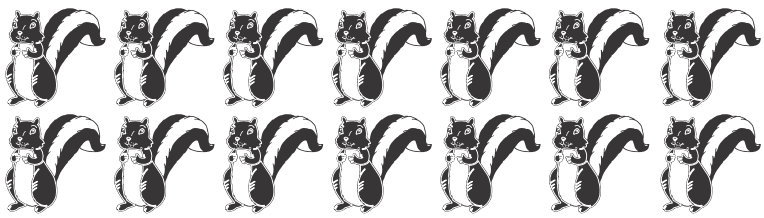
4



5

6

7

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

14

**Directions** Have students: 4 count the skunks, and then write the number to tell how many; 5 draw a circle around the group that shows 13 stars; 6 draw 17 balls, and then write the number to tell how many; 7 find the highlighted number on the number chart, count forward until they reach the stop sign, and then write each number they counted.



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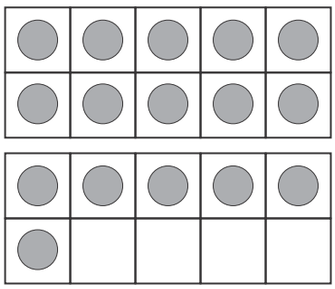
Name _____

Topic 9
Assessment

**8**



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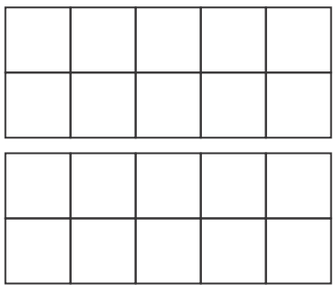
_____



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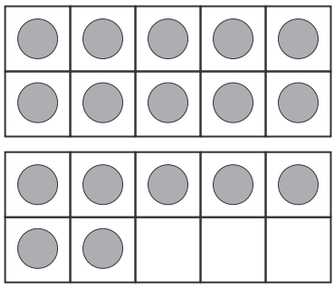
_____

**9**



Ⓐ 19

Ⓑ 18

Ⓒ 17

Ⓓ 16

**Directions** Have students: 8 count the number of counters, draw a set that has 1 less, and then write the numbers that tell how many; 9 choose the number that is 1 more than the number of counters in the ten-frame.



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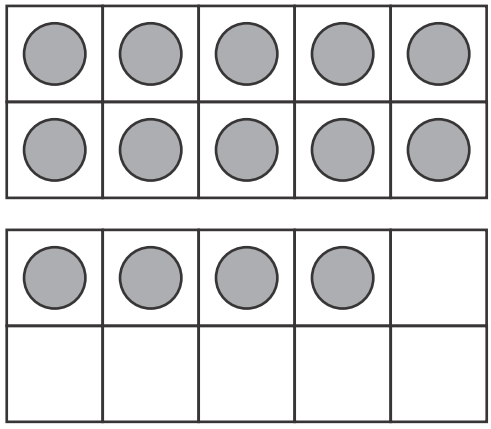
Name _____

Topic **10**
Assessment

**1**



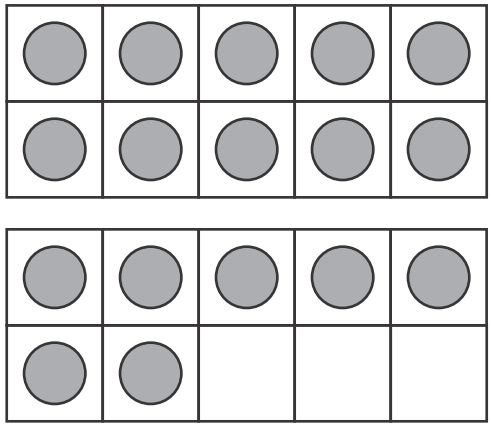
Ⓐ $15 = 10 + 5$

Ⓑ $14 = 10 + 4$

Ⓒ $13 = 10 + 3$

Ⓓ $12 = 10 + 2$

**2**



Ⓐ 10 and 6

Ⓑ 10 and 7

Ⓒ 10 and 8

Ⓓ 10 and 9

___ + ___ = 17

**3**

Ⓐ 10 and 0

Ⓑ 10 and 1

Ⓒ 10 and 2

Ⓓ 10 and 3

**Directions** Have students mark the best answer. 1 Say: *Bryan uses counters in ten-frames to count his marbles. Which equation matches the picture and shows how many marbles Bryan has?* 2 Say: *Cody counts the number of counters and gets 17. Which two numbers add to 17? Use the equation and double ten-frame for help.* 3 Say: *Tori has 11 dolls. How can Tori split up her dolls into ten ones and some more ones?*



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4

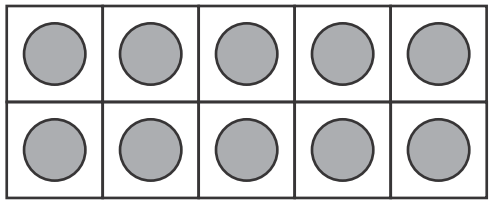
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

_____ _____ _____

---------- + ---------- = ----------

_____ _____ _____

5



14 = _____ + _____

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

_____ _____

**Directions** Have students: 4 find the highlighted number, and then color the number that is 10 greater than that number. Then have them write an equation that shows how the teen number they colored is composed of ten and some more ones; 5 draw counters to make 14, and then complete the equation to match the picture.



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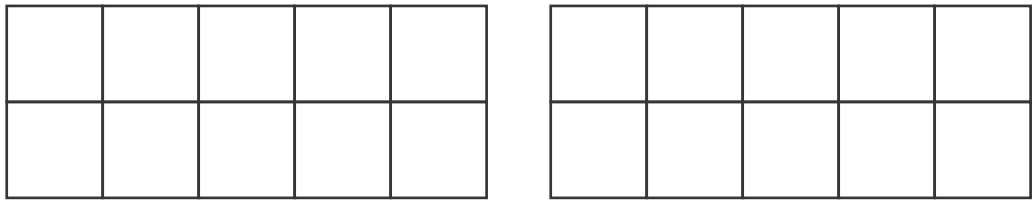
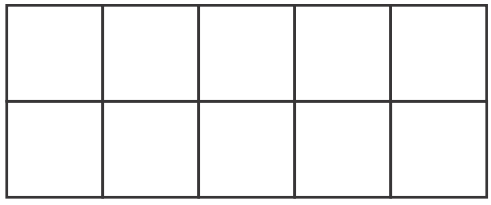
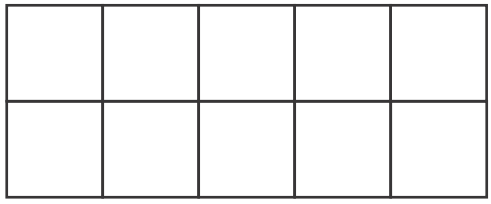
6



10 + 5 = 15

7





_____ _____ _____

_____ = _____ + _____

_____ _____ _____

**Directions** Have students: 6 listen to this story: *Pat has 15 counters. He wants to put his counters into a double ten-frame in order to decompose 15 into tens and ones. Draw counters to match Pat's equation.* 7 color 10 cubes blue to show 10 ones, and then draw 10 blue cubes in the top ten-frame. Have them color the remaining cubes in the train red to show more ones, count them, and then draw the same number of red cubes in the bottom ten-frame. Then have them write an equation to match the pictures.



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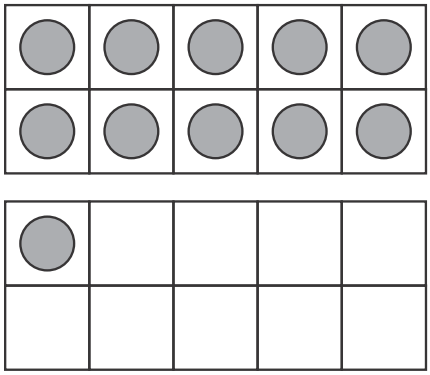
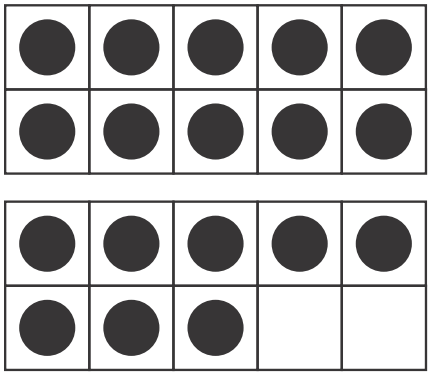
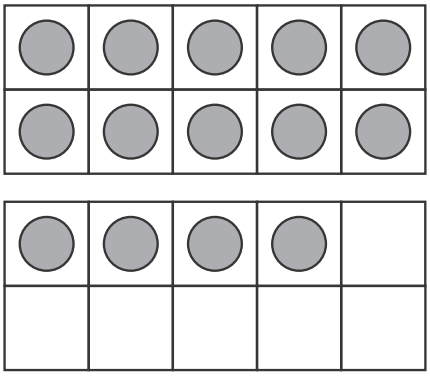
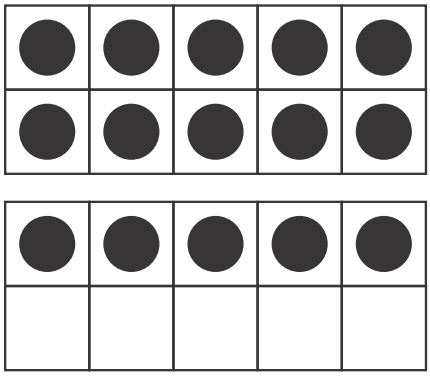
8

| | 15 = 10 + 5 | 18 = 10 + 8 | 11 = 10 + 1 | 14 = 10 + 4 |
|---|---|---|---|---|
|  | ❐ | ❐ | ❐ | ❐ |
|  | ❐ | ❐ | ❐ | ❐ |
|  | ❐ | ❐ | ❐ | ❐ |
|  | ❐ | ❐ | ❐ | ❐ |

**Directions** 8 Have students match each double ten-frame to the equation that describes it.



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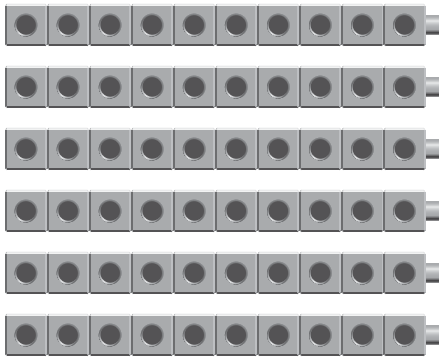
Name _____

Topic **11**
Assessment

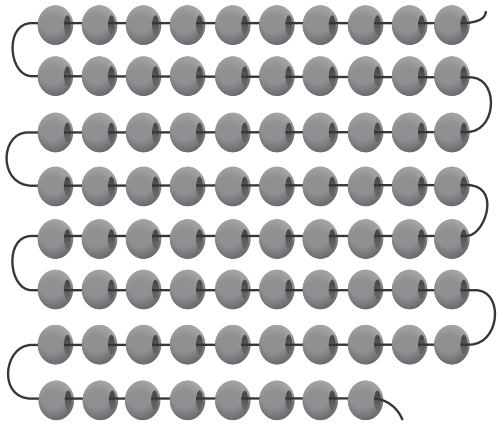
**1**



Ⓐ 50 Ⓒ 70

Ⓑ 60 Ⓓ 80

**2**



Ⓐ 78 Ⓒ 88

Ⓑ 79 Ⓓ 89

**3**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | |

Ⓐ 41, 51, 61 Ⓒ 60, 70, 80

Ⓑ 51, 61, 71 Ⓓ 70, 80, 90

**Directions** Have students mark the best answer. **1** Which number tells how many cubes? **2** Count the beads by ones. Which number tells how many? **3** Which set of numbers shows the set of missing numbers in the number chart?



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**4**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

Ⓐ 1 Ⓑ 9 Ⓒ 8 Ⓓ 11

**5**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**6**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |

**7**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | | 16 | 17 | 18 | 19 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | | 34 | 35 | 36 | 37 | 38 | 39 | |
| 41 | 42 | 43 | | | 46 | 47 | 48 | 49 | |
| 51 | 52 | 53 | 54 | 55 | 56 | | | 59 | 60 |
| 61 | | | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

32 33 38 40

44 45 49 50

51 54 57 58

61 62 63 68

**Directions** Have students: 4 look at the numbers that are shaded and choose the number that is counted just after the last shaded number; 5 look at the row beginning with 81. Count each number aloud. Have them draw a circle around the part of the number that sounds the same to show the pattern, and then draw a circle around the column that has decade numbers; 6 color the boxes of the numbers they say as they count by ones, starting at the number with a circle around it and ending at the gray highlighted box, and then explain any patterns they might see or hear; 7 count by ones to write the missing numbers in the top row, and then draw a circle around each of the missing numbers in the remaining rows.



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Name _____

Topic **11**
Assessment

**8**

Ⓐ 50

Ⓑ 55

Ⓒ 60

Ⓓ 65

**9**

Ⓐ 10

Ⓑ 15

Ⓒ 20

Ⓓ 25

**Directions:** Have students count by 5s and mark the best answer. 8 Ask: *How many points are there in this group of stars?* 9 Ask: *How many dots are there in this group of dot tiles?*



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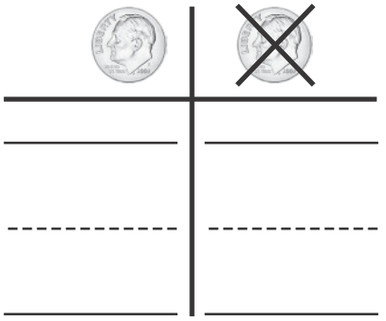
10



11

Ⓐ 1

Ⓑ 2

Ⓒ 3

Ⓓ 6

12

Ⓐ 1¢

Ⓑ 5¢

Ⓒ 10¢

Ⓓ 25¢

**Directions** 10 Have students sort the coins into coins that are dimes and coins that are NOT dimes, count them, and then write numbers in the chart to tell how many. Then have them circle the group that is less in number. 11 Say: *How many pennies are in the group of coins? Choose the number that tells how many.* 12 Have students choose the correct value for the coin shown.



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Name _____

Topic **12**
Assessment

**1**

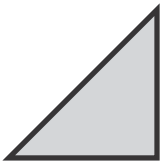
Ⓐ

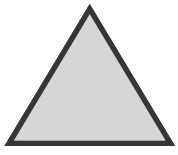

Ⓑ

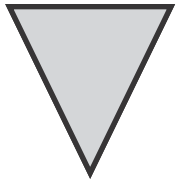
Ⓒ

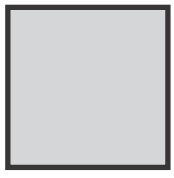
Ⓓ

**2**

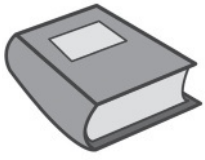
Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

**3**

☐ 

☐

☐


☐

☐

**Directions** Have students mark the best answer. 1 Which object is NOT solid? 2 Which object is NOT a triangle? 3 Choose two objects that look like a hexagon.



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4

Ⓐ

Ⓒ

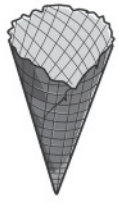
Ⓑ


Ⓓ

5

6

7



**Directions** Have students: 4 choose which object looks like a square. 5 mark an X on the objects that do NOT look like a circle; 6 name the shapes, color the rectangles, and then mark an X on the rectangle that is a square; 7 look at the solid figure on the left, and then draw a circle around the object that looks like that shape.



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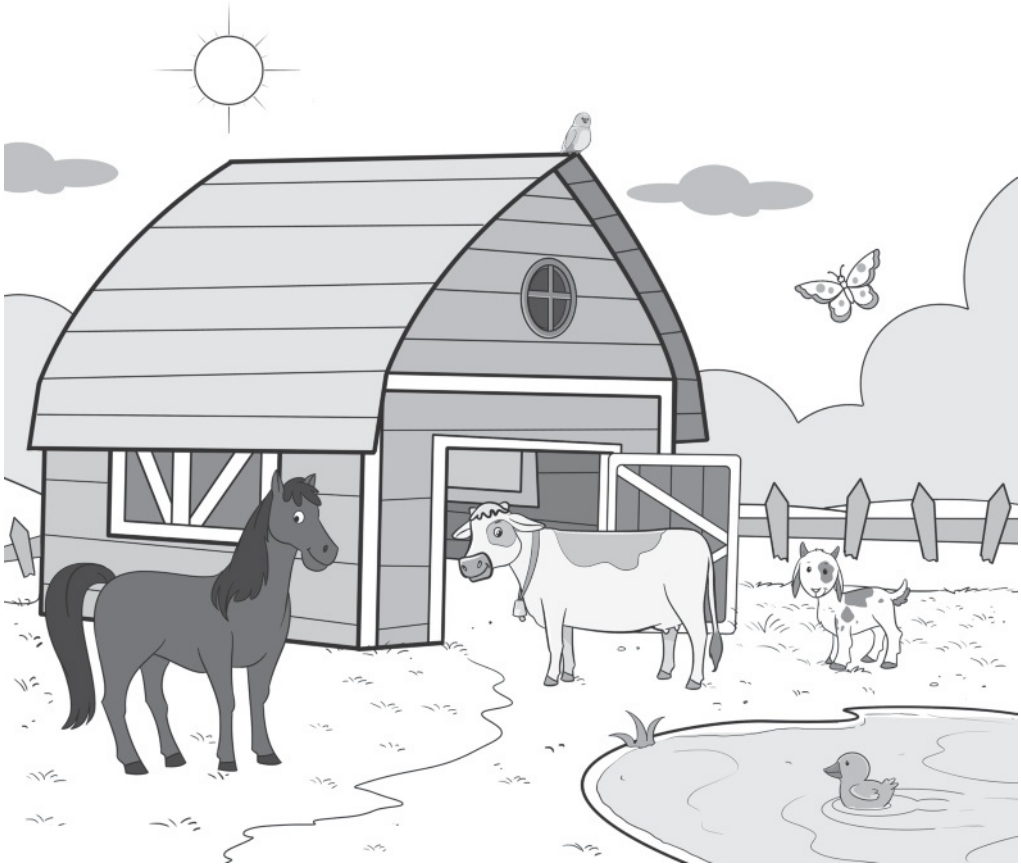
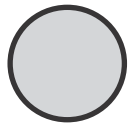
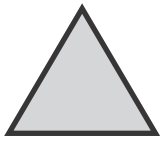
8



9

| | | | |  |
|---|---|---|---|---|
| **Solid** | ☐ | ☐ | ☐ | ☐ |
| **Flat**  | ☐ | ☐ | ☐ | ☐ |

**Directions** Have students: 8 draw an object that looks like a cube in front of the cow. Then have them mark an X on the object that looks like a circle above the barn door; 9 choose **flat** or **solid** for each image.



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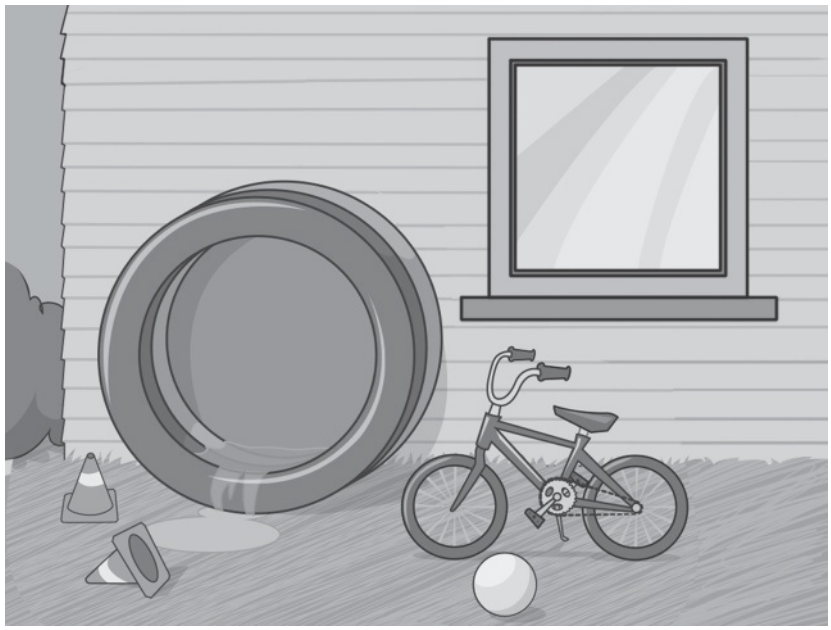
12



**Directions** Have students: 10 draw a picture of an object that looks like a sphere below a box and next to a crayon; 11 draw a picture of an object that is flat. Then have them draw an object that is solid; 12 draw a circle around the objects that look like a cone, and then mark an X on the objects that look like a square.



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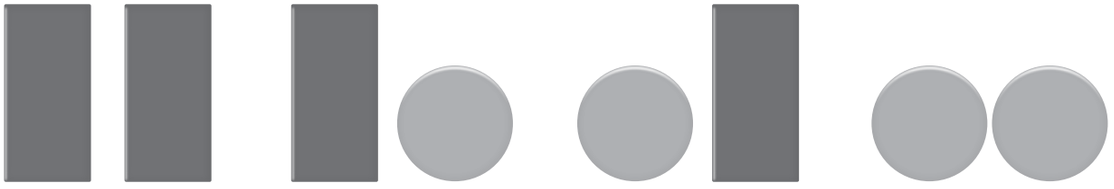
Name _____

Topic **12**
Assessment

**13**



Ⓐ Ⓑ Ⓒ Ⓓ

**14**

**Directions:** Have students use attribute blocks to duplicate the pattern and then: 13 choose the answer which shows the part that repeats in the pattern; 14 draw a circle around each part that repeats in the pattern. Then have them draw three more blocks to extend the pattern.



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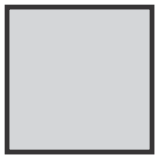
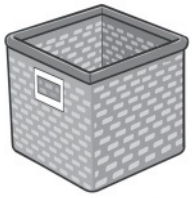
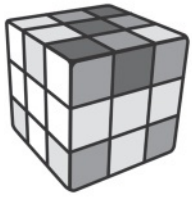
Name _____

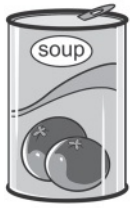
Topic **13**
Assessment

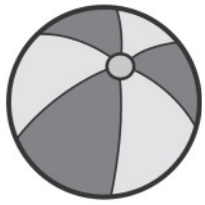
**1**









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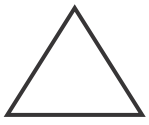

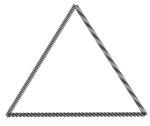

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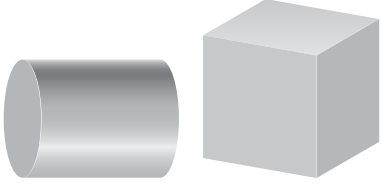
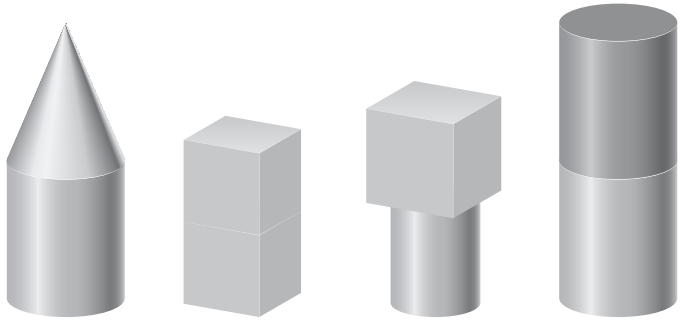
**3**





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**Directions** Have students mark the best answer. 1 Look at the shape on the left. Mark the three solid figures that have a flat surface with the same shape. 2 Which shape that was built using different materials or drawn matches the shape on the left? 3 Which shape can be built using the solid figures on the left?



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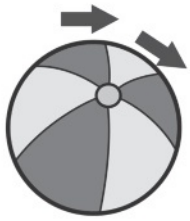

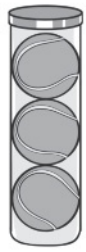

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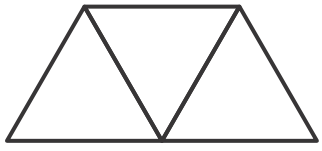

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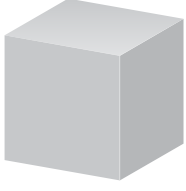
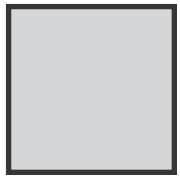

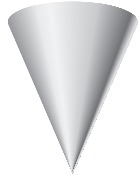

**Directions** Have students: 4 look at the object on the left that rolls, and then draw a circle around all of the other objects that roll; 5 listen to the clues, and then draw the shape that the clues describe. Say: *I have more than 1 flat surface. I can stack on top of another shape. I CANNOT roll. What solid figure am I?* 6 write the number that tells how many triangle pattern blocks can cover the shape; 7 listen to the clues, mark an X on the shapes that do NOT fit the clues, and then draw a circle around the shape that the clues describe. Say: *I am a flat shape. I have 4 straight sides all the same length. What shape am I?*


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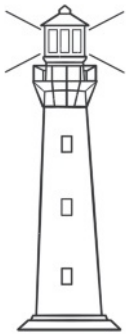
Name _____

Topic **14**
Assessment

**1**



**2**

**3**

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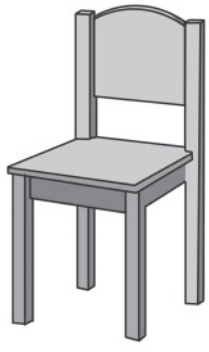
**4**



**Directions** Have students mark the best answer. 1 Which lighthouse is taller than the lighthouse on the left but shorter than the lighthouse on the right? 2 Which object holds more than the other objects? 3 Mark the three objects that can be measured with the tools shown. 4 Have students draw an object that is taller than the camera, but shorter than the chair.



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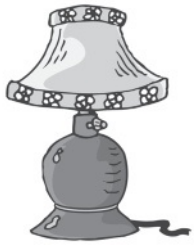
5

Ⓐ 1 Ⓒ 4

Ⓑ 2 Ⓓ 6

6



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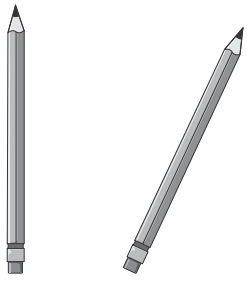
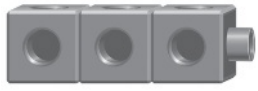
8





**Directions** Have students: 5 find about how many cubes high the fish bowl is; 6 look at the object and identify the attributes that can be measured. Then have them draw a circle around the tool(s) that can be used to measure the object's weight; 7 compare the objects, and then match the heavier object to the lower side of the scale and the lighter object to the higher side of the scale; 8 Look at the two objects. Circle the object that is longer or underline both objects if they are the same length. Then circle the tool that can be used to tell about the lengths of the objects.



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**Quarter 1 Assessment**

Name: _____ Date: _____

K.CC.A.1

1. Start at 10. Count backward. Write each number that you counted

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|

10, ____, ____, ____, ____, ____

2. Count backward. Which number comes next?

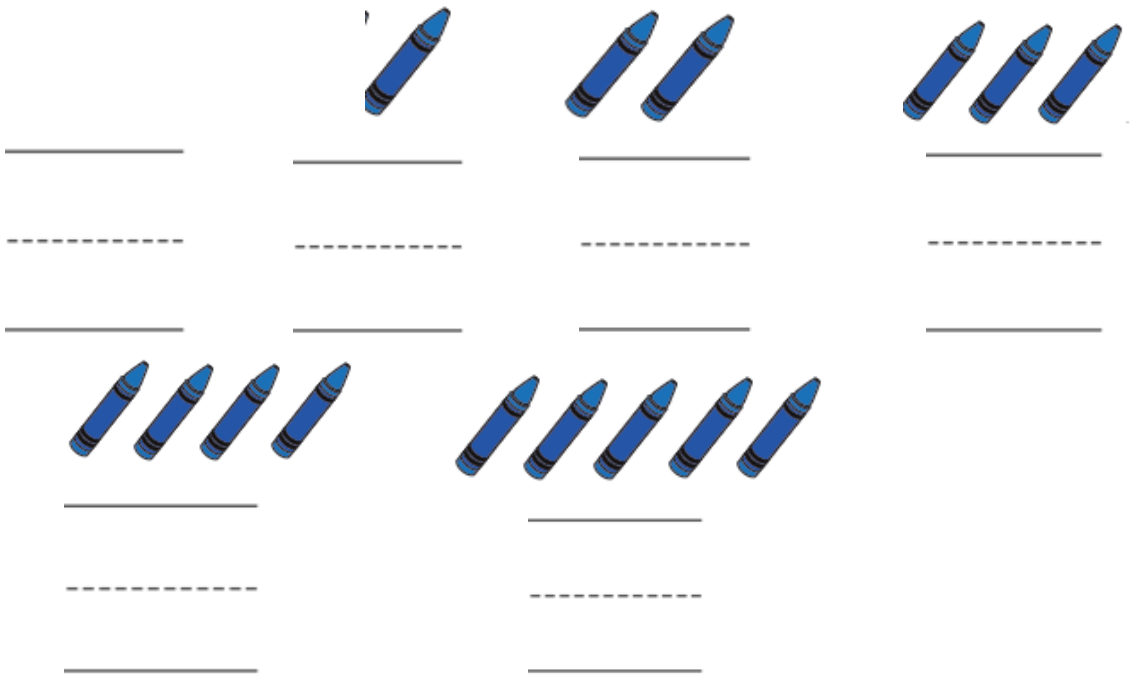
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|

5, 4, 3, ___

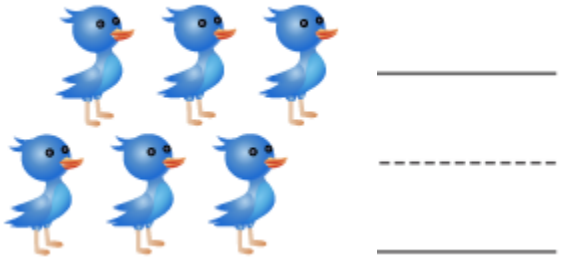
- ○ 2
- ○ 3
- ○ 5
- ○ 6

K.CC.A.3

3. Count the crayons and write the numbers to tell how many.

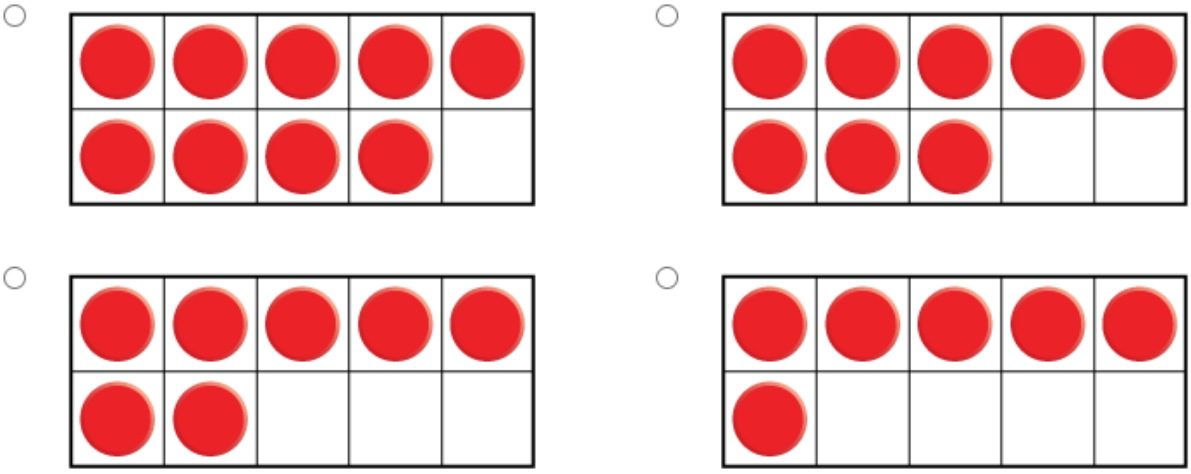


4. Write the number that tells how many birds?



K.CC.A.3

5. Which set of counters shows 9?



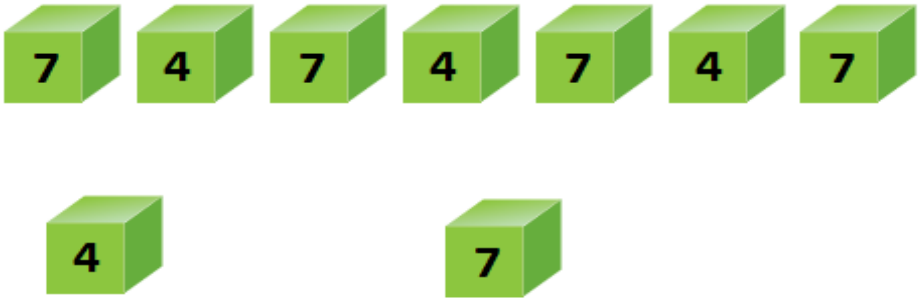
K.CC.A.4

6. Choose the number that comes next in the pattern.

- 3
- 4
- 5
- 6

K.CC.A.4

7. Circle the number that comes next in the pattern.

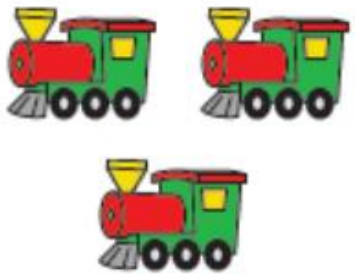



K.CC.B.5a

8. Which nest has 0 eggs in it?

K.CC.B.5a

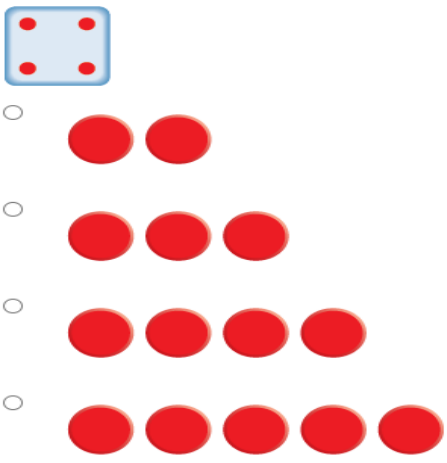
9. Count the trains. What number tells how many?



- ○ 1
- ○ 2
- ○ 3
- ○ 4

K.CC.B.5b

10. Count the number of dots. Which counters show the same number of dots?



K.CC.B.5b

11. Which shows 2 pears?

○

○

○

○

K.CC.B.5c

12. Tina is counting apples.
She uses these counters to show how many apples she has added so far.

Which of these shows the next number of apples?

○

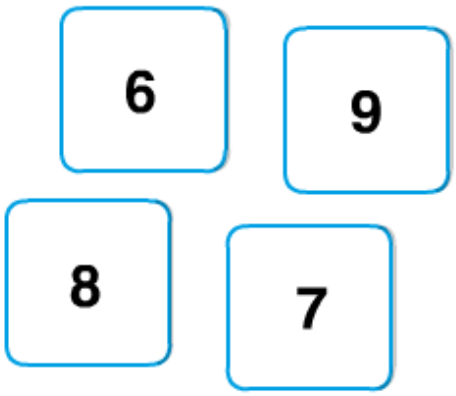
○

○

○

K.CC.B.5c

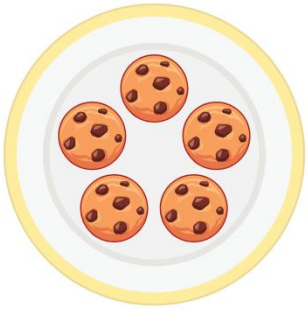
13. Look at the numbers. Counting forward which shows a set of numbers that is 1 greater than the number before?




- 6, 9, 8, 7
- 6, 7, 8, 9
- 9, 7, 8, 6
- 6, 8, 7, 9

K.CC.B.6

14. How many cookies are there?



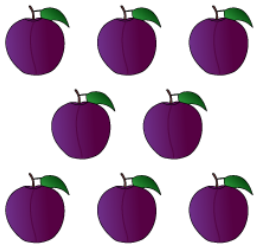
O 3

O 4

O 5

O 6

15. How many plums are there?



○ 10

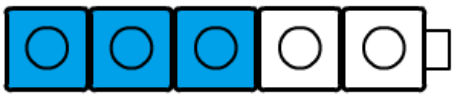
○ 9

○ 8

○ 7

K.CC.C.7

16. Which cube train shows a **greater** group of blue cubes than the cube train below.



○

○

○

○

17. Which group of apples is **less** than the group of oranges?

○

○

○

○

K.CC.C.7

18. Count the butterflies. Which group of bees is the **same as** the group of butterflies.

○

○

○

○

K.CC.C.8

19. Which number is greater than 8?

- ○ 9
- ○ 8
- ○ 7
- ○ 6

20. Which number is less than 5?

- ○ 3
- ○ 5
- ○ 7
- ○ 9

**Quarter 1 Assessment**
**Answer Key**

Name: _____ Date: _____

K.CC.A.1

1. Start at 10. Count backward. Write each number that you counted

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|

10, 9,8,7,6,5

2. Count backward. Which number comes next?

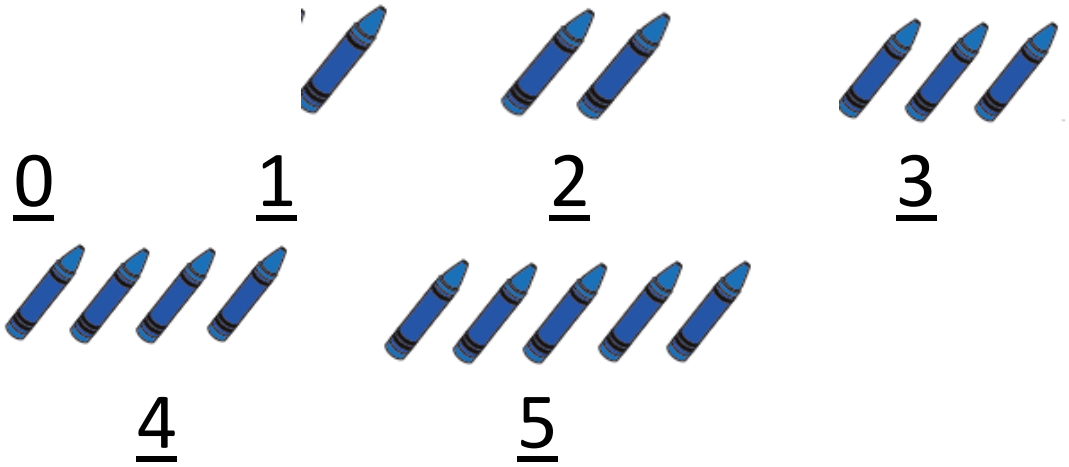
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|

5, 4, 3, ___

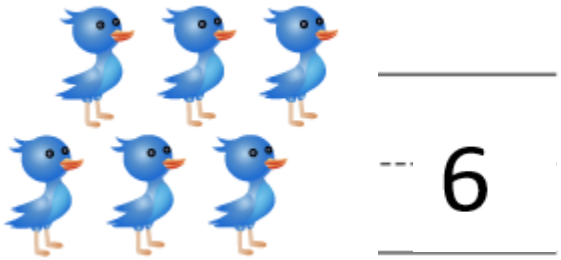
- (●) 2
- ( ) 3
- ( ) 5
- ( ) 6

K.CC.A.3

3. Count the crayons and write the numbers to tell how many.

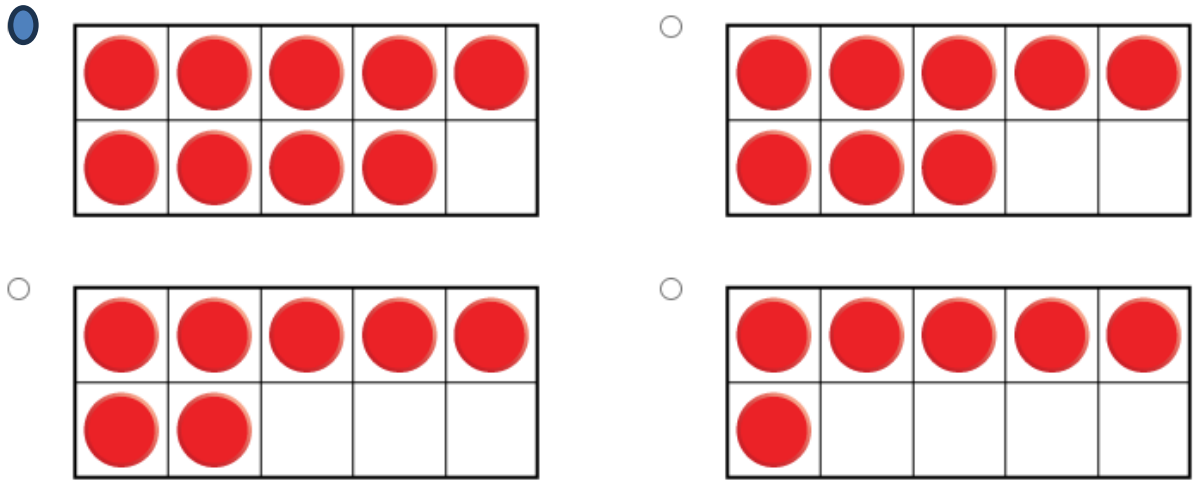



4. Write the number that tells how many birds?



K.CC.A.3

5. Which set of counters shows 9?



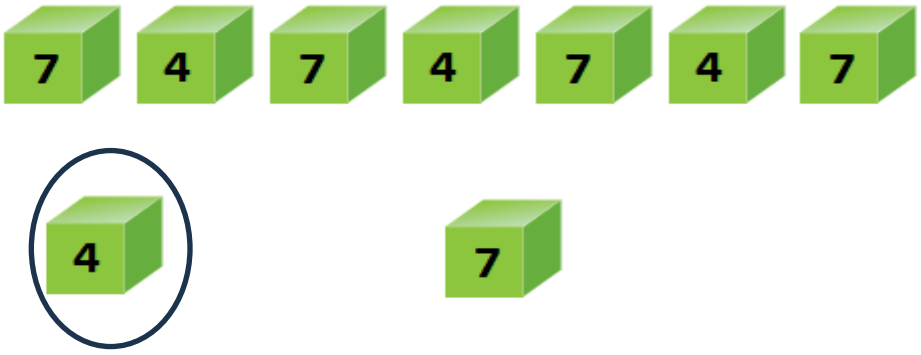
K.CC.A.4

6. Choose the number that comes next in the pattern.

- 3
- 4
- 5
- 6

K.CC.A.4

7. Circle the number that comes next in the pattern.

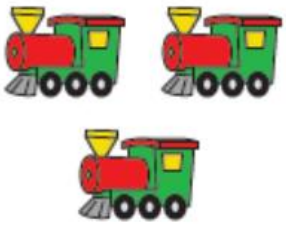



K.CC.B.5a

8. Which nest has 0 eggs in it?

K.CC.B.5a

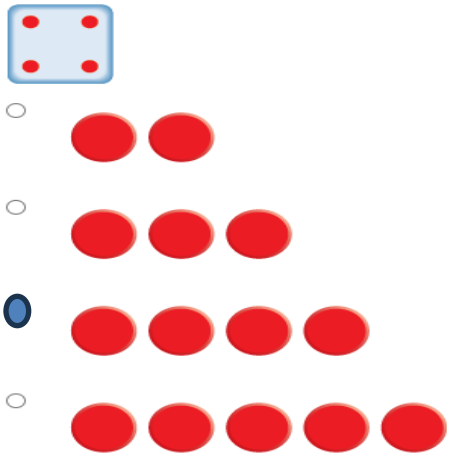
9. Count the trains. What number tells how many?



- ○ 1
- ○ 2
- ● 3
- ○ 4

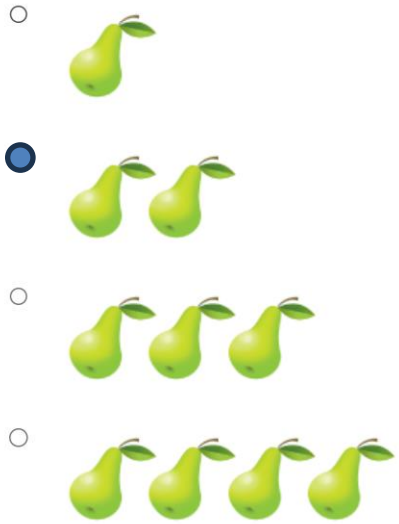
K.CC.B.5b

10. Count the number of dots. Which counters show the same number of dots?



K.CC.B.5b

11. Which shows 2 pears?



K.CC.B.5c

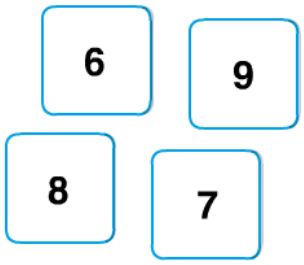
12. Tina is counting apples.

She uses these counters to show how many apples she has added so far.

Which of these shows the **next** number of apples?

K.CC.B.5c

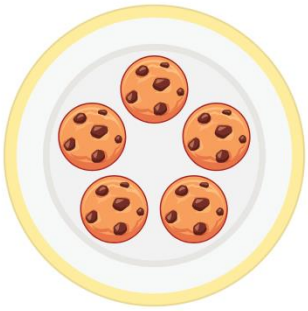
13. Look at the numbers. Counting forward which shows a set of numbers that is 1 greater than the number before?




- 6, 9, 8, 7
- 6, 7, 8, 9
- 9, 7, 8, 6
- 6, 8, 7, 9

K.CC.B.6

14. How many cookies are there?



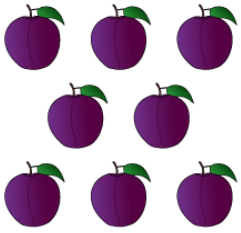
O 3

O 4

● 5

O 6

15. How many plums are there?



○ 10

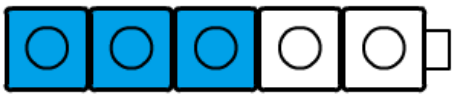
○ 9

● 8

○ 7

K.CC.C.7

16. Which cube train shows a **greater** group of blue cubes than the cube train below.



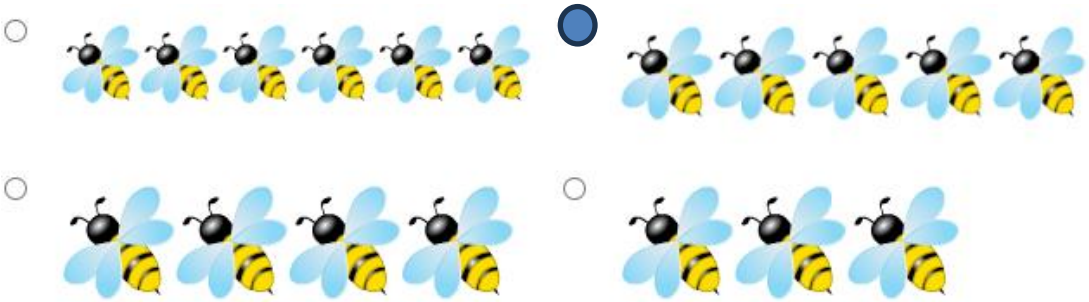
-
-
-
-

17. Which group of apples is **less** than the group of oranges?

-
-
-
-

K.CC.C.7

18. Count the butterflies. Which group of bees is the **same as** the group of butterflies.



K.CC.C.8

19. Which number is greater than 8?

- 9
- 8
- 7
- 6

20. Which number is less than 5?

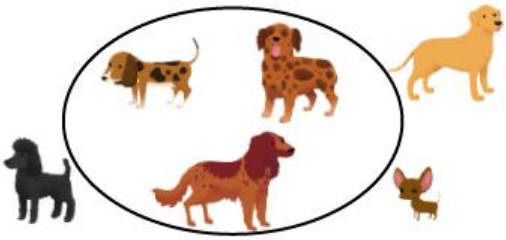
- 3
- 5
- 7
- 9

## Quarter 2 Assessment

Name _____ Date _____

K.MD.C.4

1. The animals have been classified into two categories.



Which animal belongs in the category of animals inside the circle?

○

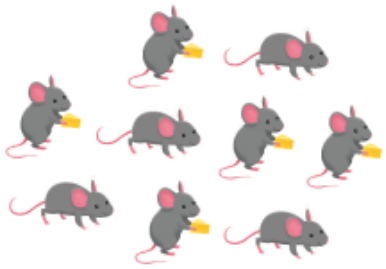
○

○

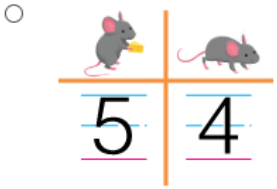
○

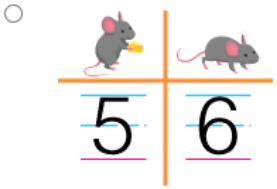
K.MD.C.4

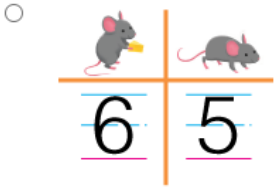
2. There are mice with cheese and mice that do not have cheese.

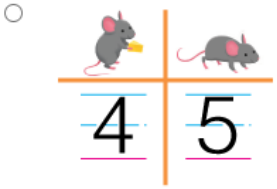


Which chart shows the number in each category?




K.OA.A.1

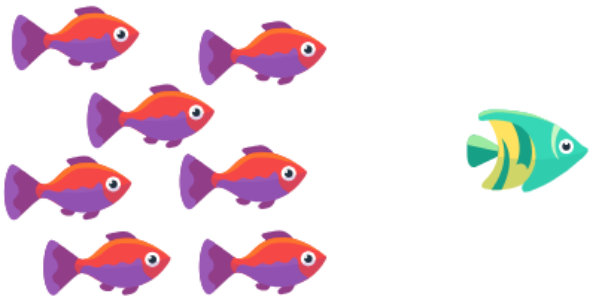
3. There are 4 orange cubes and 3 blue cubes.

How many cubes are there in all?

O 4 and 3 is 7
O 5 and 2 is 7
O 6 and 1 is 7
O 7 and 1 is 8

K.OA.A.1

4. Write an equation to match the picture.



_____ + _____ = _____

5. Which equation matches the picture show?

O 5 – 5 = 0

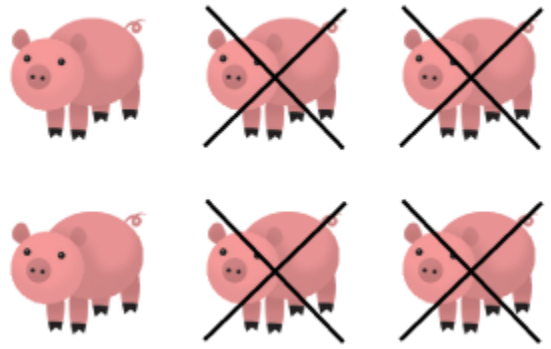
O 4 – 4 = 0

O 5 – 3 = 2

O 5 – 4 = 1

K.OA.A.1

6. Write an equation to match the picture.



_____ - _____ = _____

K.OA.A.2

7. Ryan has 4 toy boats. His dad gives him 3 more toy boats.

Which equation tells how many toy boats Crosby has in all?

O 3 + 3 = 6

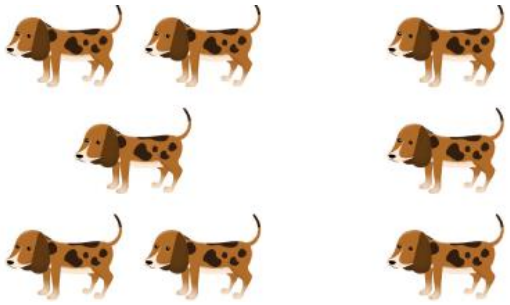
O 4 + 3 = 7

O 4 + 4 = 8

O 5 + 4 = 9

K.OA.A.2

8. There are two groups of dogs. Count the dogs. Which number sentence tells how many there are in all?



O 5 and 5 is 10.
O 4 and 3 is 7.
O 5 and 3 is 8.
O 3 and 3 is 6.

9. Jo and Terry have 9 cubes altogether. Write an equation to show the parts that make 9.

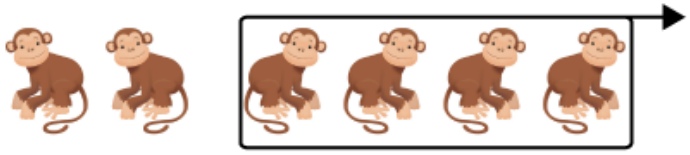
9 = _____ + _____

K.OA.A.2

10. Marcus has some leaves. The wind blew 3 leaves away. Which equation matches the picture?

O 6 – 3 = 3
O 7 – 1 = 6
O 7 – 2 = 5
O 8 – 3 = 5

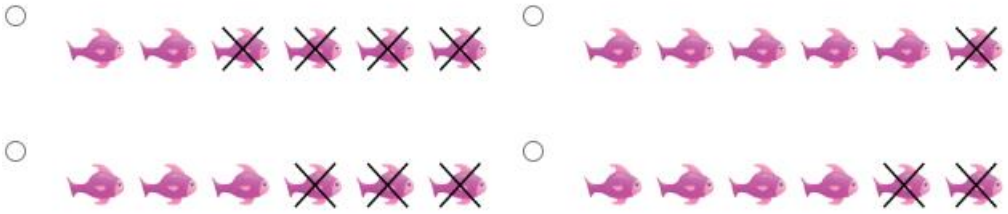
11. There are 6 monkeys in the group. 4 leave.
Which equation tells how many are left?



○ 3 + 3 = 6
○ 4 + 2 = 6
○ 6 – 4 = 2
○ 6 – 3 = 3

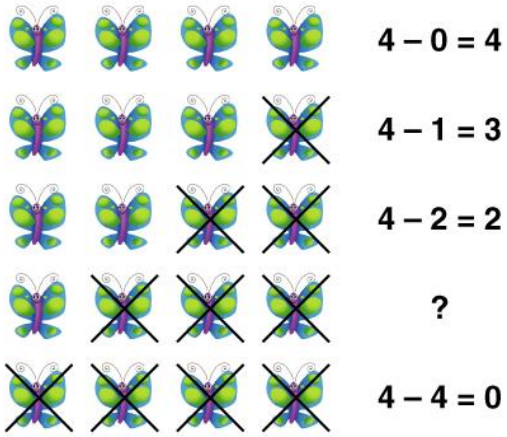
12. There are 6 fish in the tank. 4 of the fish are removed from the tank.

    Which picture matches the story?



K.OA.A.5

13. Look at the pattern. Which is the missing equation?




O 4 -1 = 3

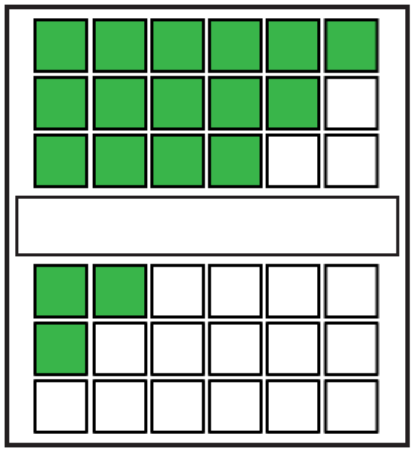
O 4 – 2 = 2

O 4- 3 = 1

O 4 – 4 = 0

K.OA.A.5

14. Laverne is shading boxes to show the ways to make 6. One of the rows is missing from pattern.



Which row of shaded boxes completes the pattern of ways to make 6?

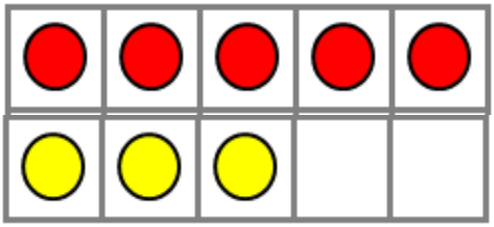
15. Which pair of equations shows a pattern that equals 4?

**_____ + ____ = 4**
**_____ + ____ = 4**

- 3 + 2 = 4<br>2 + 3 = 4
- 2 + 2 = 4<br>3 + 3 = 4
- 2 + 3 = 4<br>3 + 2 = 4
- 1 + 3 = 4<br>3 + 1 = 4

K.OA.A.5

16. Which pair of addition and subtraction equations can be used to represent the counters?



- 5 + 4 = 9 and 9 – 4 = 5
- 5 + 2 = 7 and 7 – 2 = 5
- 5 + 3 = 8 and 8 – 5 =3
- 5 + 1 = 6 and 6 -1 = 5

**Quarter 2 Assessment**
**Answer Key**

Name _____ Date _____

K.MD.C.4

1. The animals have been classified into two categories.

Which animal belongs in the category of animals inside the circle?

○

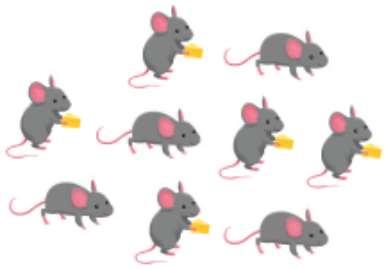
○

○

●

K.MD.C.4

2. There are mice with cheese and mice that do not have cheese.



Which chart shows the number in each category?

●

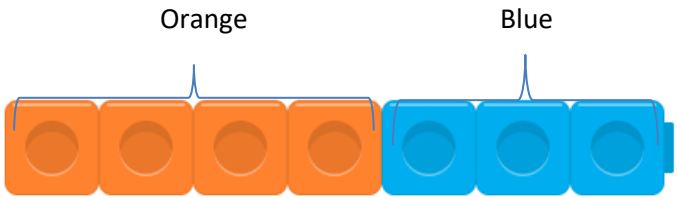

○


○


○


K.OA.A.1

3. There are 4 orange cubes and 3 blue cubes.

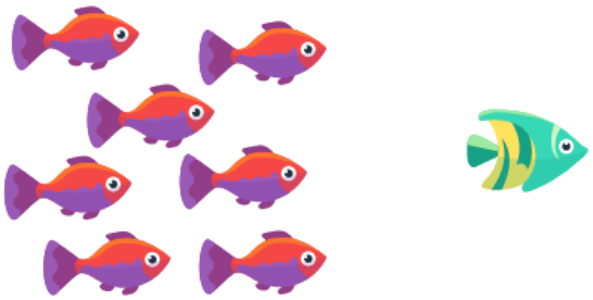



How many cubes are there in all?

● 4 and 3 is 7
O 5 and 2 is 7
O 6 and 1 is 7
O 7 and 1 is 8

K.OA.A.1

4. Write an equation to match the picture.



7 + 1 = 8

5. Which equation matches the picture show?

O 5 – 5 = 0

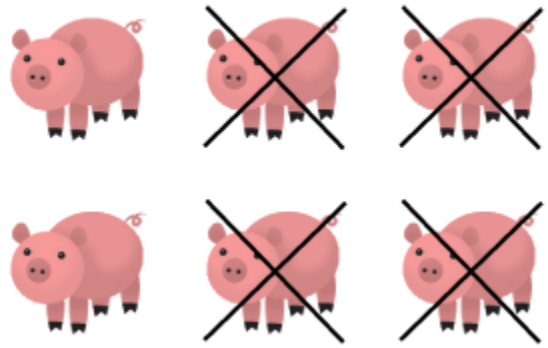
O 4 – 4 = 0

O 5 – 3 = 2

5 – 4 = 1

K.OA.A.1

6. Write an equation to match the picture.



6 - 4 = 2

K.OA.A.2

7. Ryan has 4 toy boats. His dad gives him 3 more toy boats.

Which equation tells how many toy boats Crosby has in all?

O 3 + 3 = 6

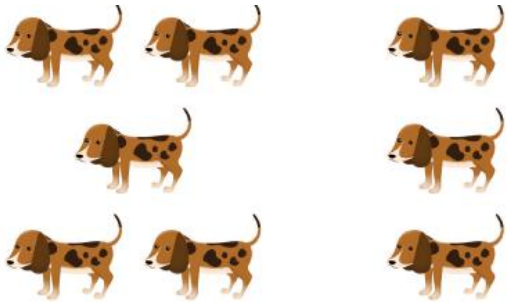
● 4 + 3 = 7

O 4 + 4 = 8

O 5 + 4 = 9

K.OA.A.2

8. There are two groups of dogs. Count the dogs. Which number sentence tells how many there are in all?



O 5 and 5 is 10.
O 4 and 3 is 7.
● 5 and 3 is 8.
O 3 and 3 is 6.

9. Jo and Terry have 9 cubes altogether. Write an equation to show the parts that make 9.

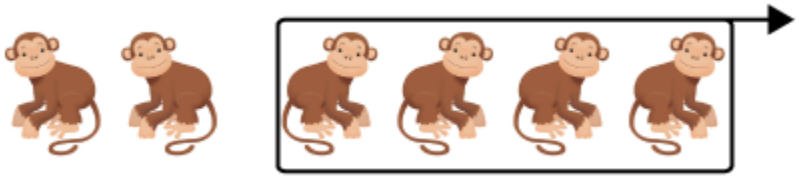
9 = 6 + 3

K.OA.A.2

10. Marcus has some leaves. The wind blew 3 leaves away. Which equation matches the picture?

O 6 – 3 = 3
O 7 – 1 = 6
O 7 – 2 = 5
● 8 – 3 = 5

11. There are 6 monkeys in the group. 4 leave.
Which equation tells how many are left?

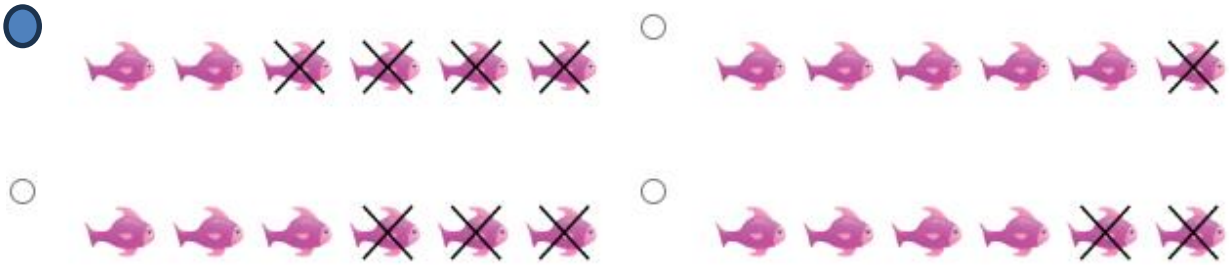


○ 3 + 3 = 6
● 6 – 4 = 2
○ 4 + 2 = 6
○ 6 – 3 = 3

K.OA.A.2

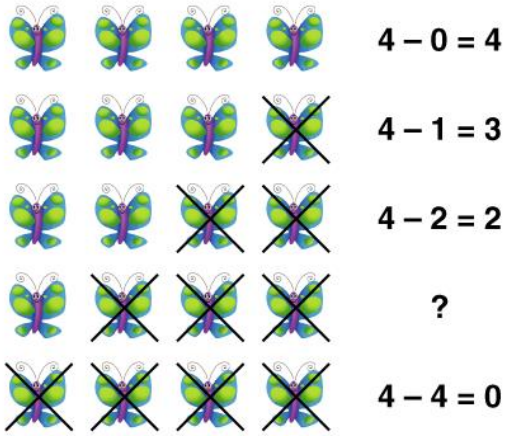
12. There are 6 fish in the tank. 4 of the fish are removed from the tank.

    Which picture matches the story?



K.OA.A.5

13. Look at the pattern. Which is the missing equation?




O 4 -1 = 3

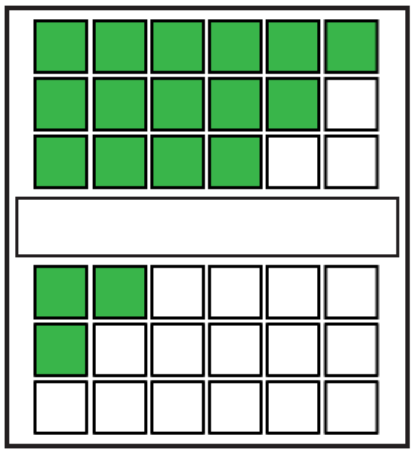
O 4 – 2 = 2

4- 3 = 1

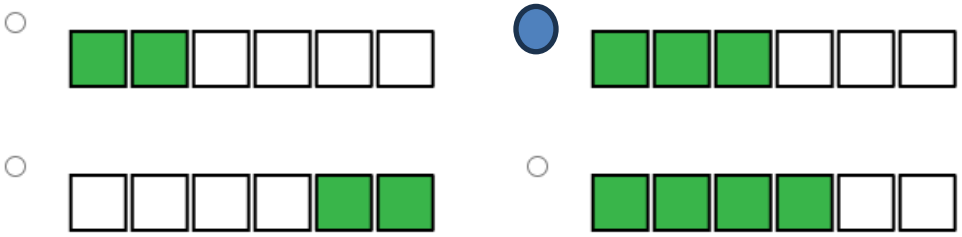
O 4 – 4 = 0

K.OA.A.5

14. Laverne is shading boxes to show the ways to make 6. One of the rows is missing from pattern.



Which row of shaded boxes completes the pattern of ways to make 6?



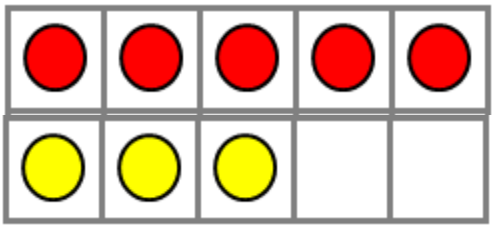
15. Which pair of equations shows a pattern that equals 4?

**_____ + ____ = 4**
**_____ + ____ = 4**

- 3 + 2 = 4
  2 + 3 = 4
- 2 + 2 = 4
  3 + 3 = 4
- 2 + 3 = 4
  3 + 2 = 4
- 1 + 3 = 4
  3 + 1 = 4

K.OA.A.5

16. Which pair of addition and subtraction equations can be used to represent the counters?



- ○ 5 + 4 = 9 and 9 – 4 = 5
- ○ 5 + 2 = 7 and 7 – 2 = 5
- ● 5 + 3 = 8 and 8 – 5 =3
- ○ 5 + 1 = 6 and 6 -1 = 5

**Quarter 3 Assessment**

Name_____ Date _____

K.CC.A.1

1. Which set of numbers shows the set of missing numbers in the number chart?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | |

- ○ 70 80 90
- ○ 60 70 80
- ○ 51 52 53 54
- ○ 60 70 80 90

2. There are numbers missing from the number chart.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 41 | 42 | | 44 | 45 | 46 | 47 | 48 | 49 | |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | | | 86 | 87 | 88 | 89 | 90 |

Which numbers are missing from the top row?

- ○ 43 and 40
- ○ 34 and 40
- ○ 43 and 50
- ○ 46 and 50

K.CC.A.1

3. Count by 5s. How many dots are there in this group of tiles?

○ 10

O 15

○ 20

O 25

K.CC.A.2

4. Find the blue number in the black square on the number chart. Count forward until you reach the stop sign. What numbers did you count?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

○ 13, 15, 16

○ 13,14, 16,

○ 13, 14, 15, 16

○ 14, 15, 16,17

K.CC.A.2

5. Count forward. What number comes next? Use the number chart, if needed.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

15, 16,17, 18, _____

- ○ 12
- ○ 18
- ○ 19
- ○ 20

6. Count forward. What number comes next? Use the number chart, if needed.

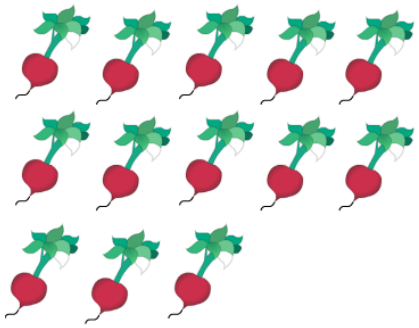
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

10, 11, 12, 13, ____

- ○ 16
- ○ 13
- ○ 14
- ○ 15

K.CC.A.3

7. Count the beets. Write the number that tells how many.

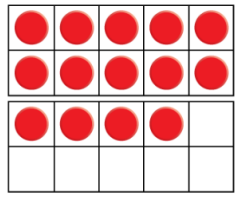


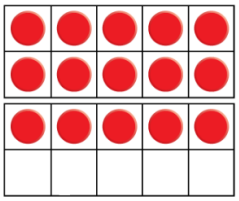
_____

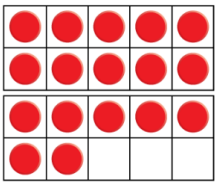
_____

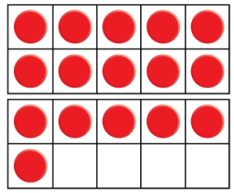
_____

8. Which set of counters shows 17?



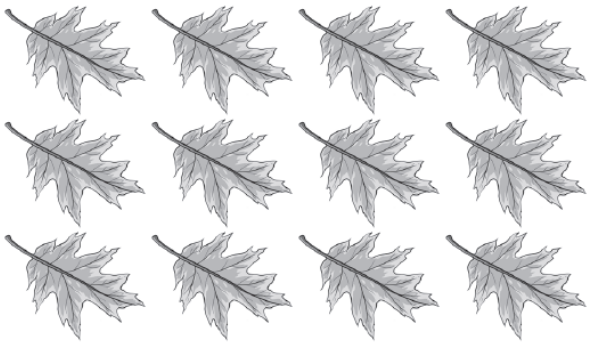






K.CC.A.3

9. Count the leaves, and then write the number to tell how many.



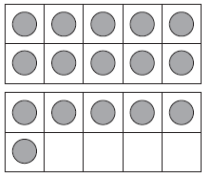
_____

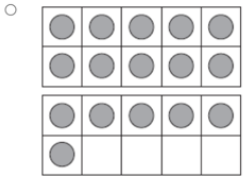
_ _ _ _ _ _ _ _ _ _ _

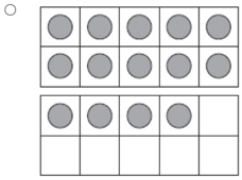
_____

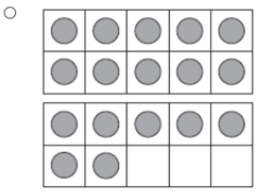
K.CC.B.5c

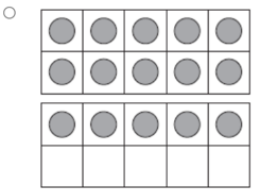
10. Count the number of counters. Which set is 1 less than the number counted.





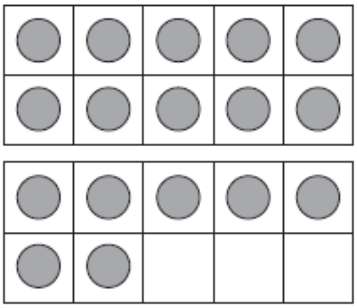






K.CC.B.5c

11. Choose the number that is 1 more than the number of counters in the ten-frame.



- ○ 19
- ○ 18
- ○ 17
- ○ 16

K.CC.B.6

12. Count the stars. Which number tells how many?

- ○ 12
- ○ 13
- ○ 14
- ○ 15

K.CC.B.6

13. Which number tells how many?

- 14
- 15
- 16
- 17

K.MD.B.3

14. What is the correct value of the coin?

O 1¢ O 5¢

O 10¢ O 25¢

K.MD.B.3

15. What coin is this?

- Nickle
- Dime
- Quarter
- Penny

16. Which coin has a value of 1¢?

O


O


O


O

K.MD.B.3

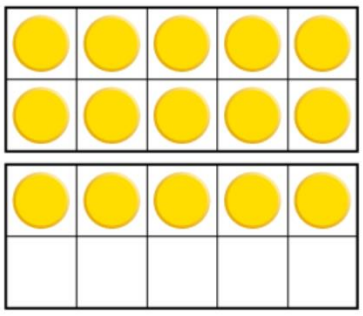
17. What is the correct value of the coin?

O 1¢ O 5¢

O 10¢ O 25¢

K.NBT.A.1

18. Bryan uses counters in ten-frames to count his marbles. Which equation matches the picture and shows how many marbles Bryan has?



O 16 = 10 + 6 O 14 = 10 + 4

O 15 = 10 + 5 O 13 = 10 + 3

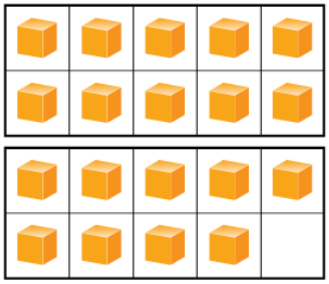
K.NBT.A.1

19. Find the number that is 10 greater than the number in the black square box. Then choose an equation to match.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

- ○ 10 + 4 = 14
- ○ 10 + 5 = 15
- ○ 10 + 6 = 16
- ○ 10 + 7 = 1

20. Cody counts the number of boxes and gets 19. Which two numbers add to 19? Use the equation and double ten-frame for help.

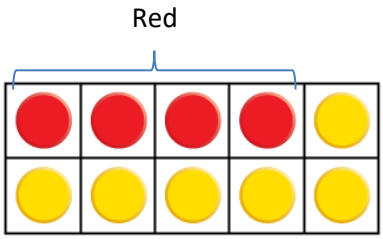


**___ + ___ = 19**

- ○ 10 and 4
- ○ 10 and 7
- ○ 10 and 8
- ○ 10 and 9

K.OA.A.3

21. Which equation shows how the red and yellow counters are used to show the parts that make 10?




O 10 = 5 + 5  O 10 = 7 + 3  O 10 = 3 + 7  O 10 = 4 + 6

22. Look at the picture. What pair of addition and subtraction equations can be used to model a story about the pails?

- 5 + 4 = 9
  9 – 4 = 5

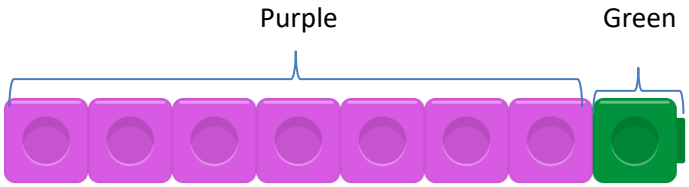
- 5 + 5 = 10
  10 – 5 = 5

- 5 + 3 = 8
  8 – 3 = 5

- 5 + 2 = 7
  7 – 5 = 2

K.OA.A.3

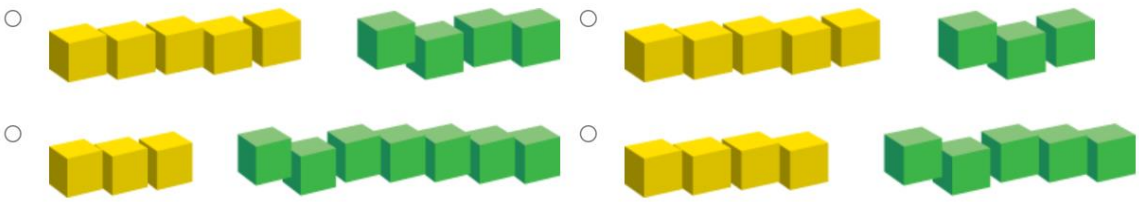
23. 3 and 5 is one way to make 8. Use the cubes below to show another way to make 8.




- ○ 7 and 1 is 8
- ○ 6 and 2 is 8
- ○ 0 and 8 is 8
- ○ 4 and 4 is 8

K.OA.A.4

24. Which shows one way to make 10?



K.OA.A.4

25. Complete the addition sentence to match the picture?

10 = 6 +____

- ○ 4
- ○ 3
- ○ 2
- ○ 1

**Quarter 3 Assessment**
**Answer Key**

Name: _____ Date: _____

K.CC.A.1

1. Which set of numbers shows the set of missing numbers in the number chart?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | |

- ○ 70 80 90
- ○ 60 70 80
- ○ 51 52 53 54
- ● 60 70 80 90

2. There are numbers missing from the number chart.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 41 | 42 | | 44 | 45 | 46 | 47 | 48 | 49 | |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | | | 86 | 87 | 88 | 89 | 90 |

Which numbers are missing from the top row?

- ○ 43 and 40
- ○ 34 and 40
- ● 43 and 50
- ○ 46 and 50

K.CC.A.1

3. Count by 5s. How many dots are there in this group of tiles?

○ 10

O 15

○ 20

● 25

K.CC.A.2

4. Find the blue number in the black square on the number chart. Count forward until you reach the stop sign. What numbers did you count?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

○ 13, 15, 16

○ 13,14, 16,

● 13, 14, 15, 16

○ 14, 15, 16,17

K.CC.A.2

5. Count forward. What number comes next? Use the number chart, if needed.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

15, 16,17, 18, _____

- ○ 12
- ○ 18
- ● 19
- ○ 20

6. Count forward. What number comes next? Use the number chart, if needed.

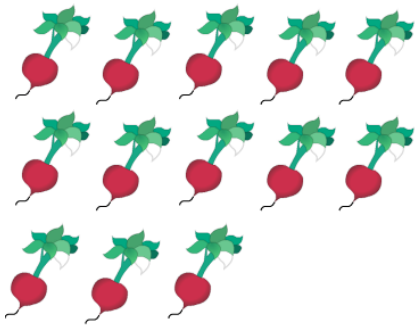
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

10, 11, 12, 13, ____

- ○ 16
- ○ 13
- ● 14
- ○ 15

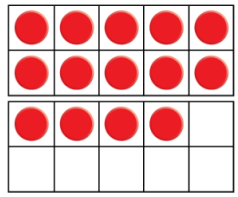
K.CC.A.3

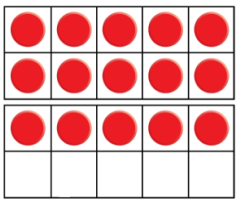
7. Count the beets. Write the number that tells how many.

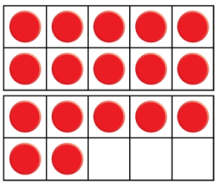


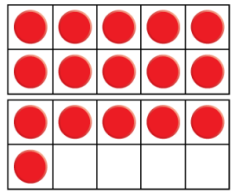
13

8. Which set of counters shows 17?



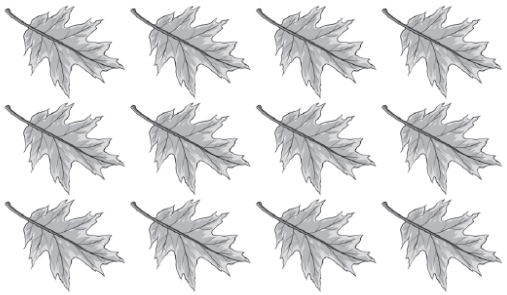






K.CC.A.3

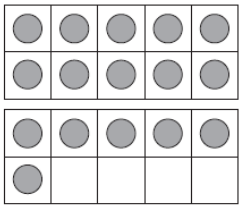
9. Count the leaves, and then write the number to tell how many.

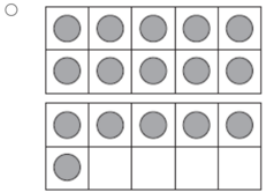


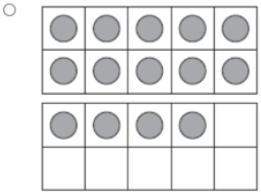
12

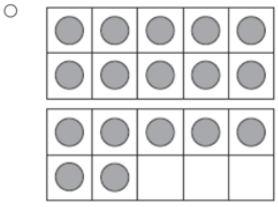
K.CC.B.5c

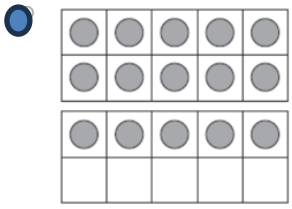
10. Count the number of counters. Which set is 1 less than the number counted.





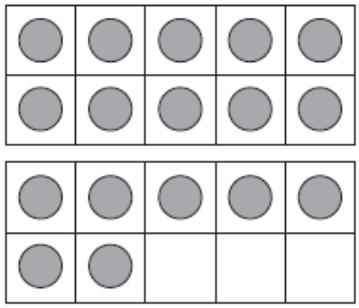






K.CC.B.5c

11. Choose the number that is 1 more than the number of counters in the ten-frame.



- ○ 19
- ● 18
- ○ 17
- ○ 16

K.CC.B.6

12. Count the stars. Which number tells how many?

- ○ 12
- ○ 13
- ● 14
- ○ 15

K.CC.B.6

13. Which number tells how many?

- ○ 14
- ○ 15
- ○ 16
- ● 17

K.MD.B.3

14. What is the correct value of the coin?

O 1¢ O 5¢

O 10¢ ● 25¢

K.MD.B.3

15. What coin is this?

- ○ Nickle
- ● Dime
- ○ Quarter
- ○ Penny

16. Which coin has a value of 1¢?

O


O


●


O

K.MD.B.3

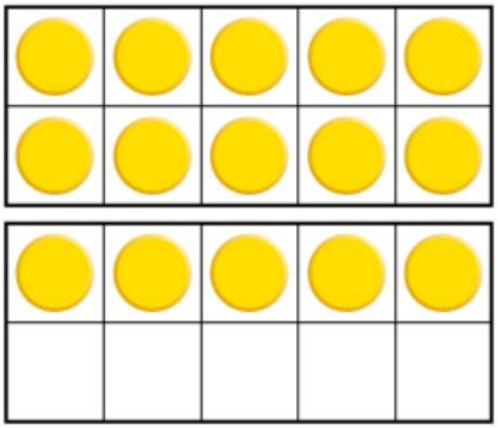
17. What is the correct value of the coin?

O 1¢ ● 5¢

O 10¢ O 25¢

K.NBT.A.1

18. Bryan uses counters in ten-frames to count his marbles. Which equation matches the picture and shows how many marbles Bryan has?



O 16 = 10 + 6 O 14 = 10 + 4

● 15 = 10 + 5 O 13 = 10 + 3

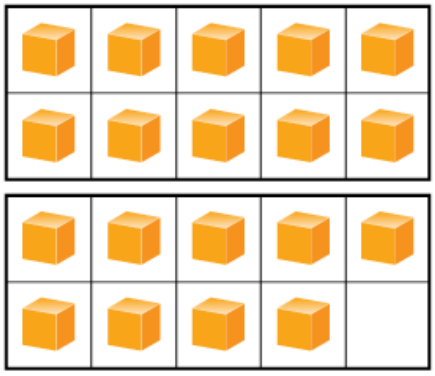
K.NBT.A.1

19. Find the number that is 10 greater than the number in the black square box. Then choose an equation to match.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

- ○ 10 + 4 = 14
- ○ 10 + 5 = 15
- ● 10 + 6 = 16
- ○ 10 + 7 = 1

20. Cody counts the number of boxes and gets 19. Which two numbers add to 19? Use the equation and double ten-frame for help.

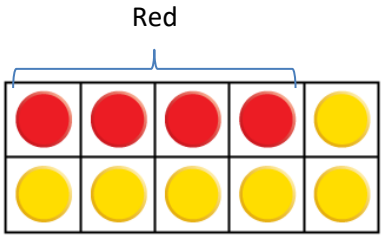


**___ + ___ = 19**

- ○ 10 and 4
- ○ 10 and 7
- ○ 10 and 8
- ● 10 and 9

K.OA.A.3

21. Which equation shows how the red and yellow counters are used to show the parts that make 10?




O 10 = 5 + 5  O 10 = 7 + 3  O 10 = 3 + 7  ● 10 = 4 + 6

22. Look at the picture. What pair of addition and subtraction equations can be used to model a story about the pails?

● 5 + 4 = 9
9 – 4 = 5

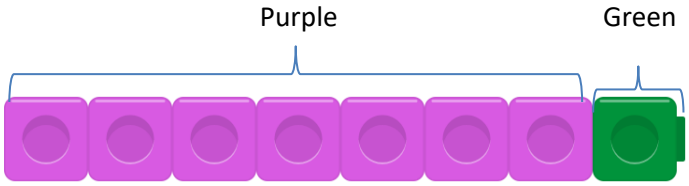
○ 5 + 5 = 10
10 – 5 = 5

○ 5 + 3 = 8
8 – 3 = 5

○ 5 + 2 = 7
7 – 5 = 2

K.OA.A.3

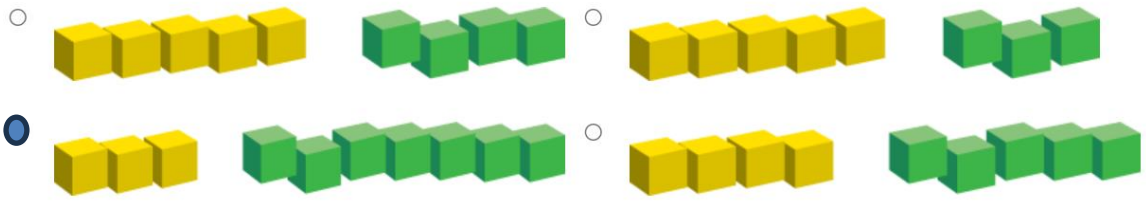
23. 3 and 5 is one way to make 8. Use the cubes below to show another way to make 8.




- (●) 7 and 1 is 8
- ( ) 6 and 2 is 8
- ( ) 0 and 8 is 8
- ( ) 4 and 4 is 8

K.OA.A.4

24. Which shows one way to make 10?



K.OA.A.4

25. Complete the addition sentence to match the picture?

10 = 6 +____

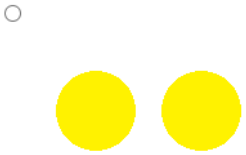
- (●) 4
- ( ) 3
- ( ) 2
- ( ) 1

**Quarter 4 Assessment**

Name: _____ Date: _____

K.CC.A.4

1. Which picture shows the part that repeats the pattern?



2. Which shapes come next in the pattern?

K.G.A.1

3. Look at the solid figure.

Which objects is the same as the solid figure?

○

○

○

○

4. Look at the picture.

Which object looks like a circle?

○

○

○

○

K.G.A.1

5. Look at the picture.

Which object looks like a rectangle?

6. Look at the picture.

Which is a way to describe where the block is?

O The block is **in front of** the hat.

O The block is **above** the hat

O The block is **behind** the flashlight.

O The block is **next to** the yarn.

K.G.A.1

7. Look at the picture.

Which object is next to the object that looks like a sphere?

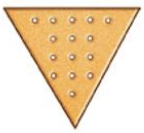
8. Which object looks like a cube?

K.G.A.2

9. Which object is a flat shape?

10. Which is a solid shape?

11. Which object looks like a hexagon?



K.G.A.2

12. Which object looks like a square?

K.G.A.3

13. Which **three-dimensional** figure do these clues describe?
I can roll. I cannot stack. I have 0 flat surfaces.

K.G.A.3

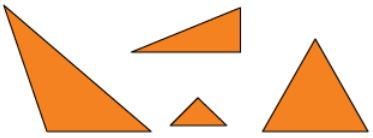
14. Which **two-dimensional** figure do these clues describe?
I have 3 sides. All my sides are the same length.

K.G.B.4

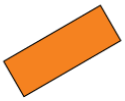
15. Which solid figure has flat surface that matches the shape?

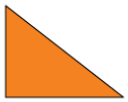
K.G.B.4

16. Look at these shapes.



Which is the **same** shape?

○ 

○ 

○

17. Which three-dimensional object does **NOT** roll?

○

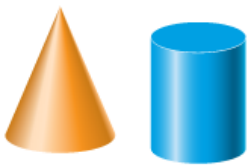

○

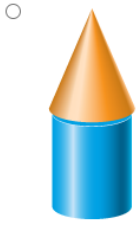
○

○

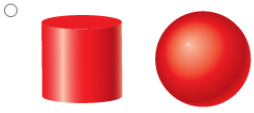
K.G.B.5

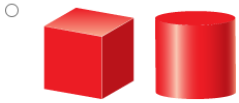
18. Which shape can be built using these two solid figures?





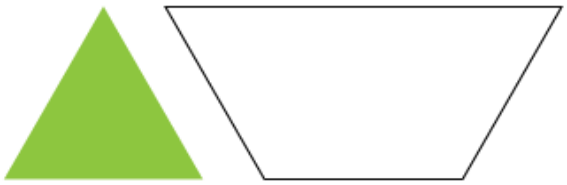
19. Which 2 shapes were used to build this solid figure?





K.G.B.6

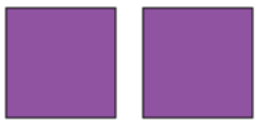
20. How many triangle pattern blocks can cover the shape?

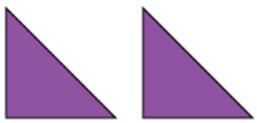


- 2
- 3
- 4
- 5

21. Vinnie uses tiles to make this shape.

Which shows the tiles Vinnie uses?





K.MD.A.1

22. Which object can **NOT** be measured with both tools shown?

○ A.

○ B.

○ C.

○ D.

23. Which object holds more than the other objects?

○ A.

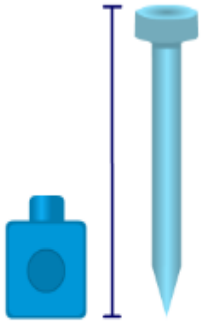
○ B.

○ C.

○ D.

K.MD.A.1

24. About how many cubes high is the nail?



A. 1

B. 3

C. 5

D. 10

K.MD.A.2

25. Which object is heavier and will be on the lower side of the scale?

A.

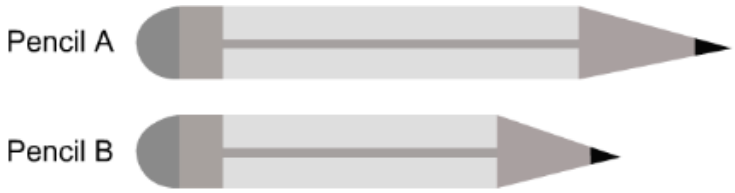
B.

C.

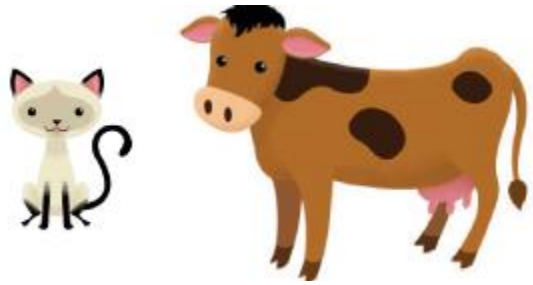
D.

K.MD.A.2

26. Circle the pencil that is longer?




27. Which object is taller than a cat but shorter than a cow?



○ A.

○ B.

○ C.

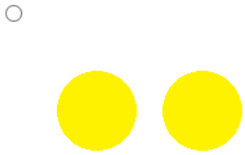
○ D.

**Quarter 4 Assessment**
**Answer Key**

Name _____ Date _____

K.CC.A.4

1. Which picture shows the part that repeats in the pattern?



2. Which shapes come next in the pattern?

K.G.A.1

3. Look at the solid figure.

Which objects is the same as the solid figure?

3. Look at the picture.

Which object looks like a circle?

K.G.A.1

5. Look at the picture.

Which objects looks like a rectangle?

6. Look at the picture.

Which is a way to describe where the block is?

O The block is **in front of** the hat.

O The block is **above** the hat

The block is **behind** the flashlight.

O The block is **next to** the yarn.

K.G.A.1

7. Look at the picture.

Which object is next to the object that looks like a sphere?

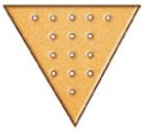
8. Which object looks like a cube?

K.G.A.2

9. Which object is a flat shape?

10. Which is a solid shape?

11. Which object looks like a hexagon?



K.G.A.2

12. Which object looks like a square?

K.G.A.3

13. Which **three-dimensional** figure do these clues describe?
I can roll. I cannot stack. I have 0 flat surfaces.

14. Which **two-dimensional** figure do these clues describe?
I have 3 sides. All my sides are the same length.

K.G.B.4

15. Which solid figure has a flat surface that matches the shape?

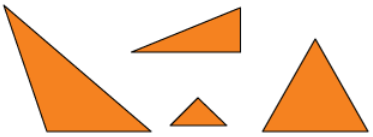
○

●

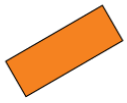
○

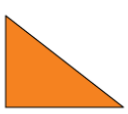
○

16. Look at these shapes.



Which is the **same** shape?

○ 

● 

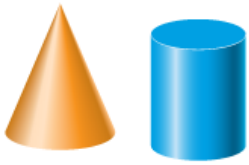
○

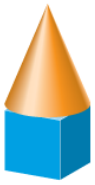
K.G.B.4

17. Which three-dimensional object does **NOT** roll?

K.G.B.5

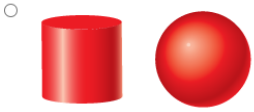
18. Which shape can be built using these two solid figures?

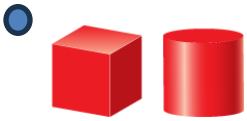


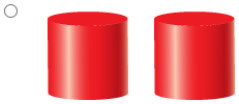


K.G.B.5

19. Which 2 shapes were used to build this solid figure?

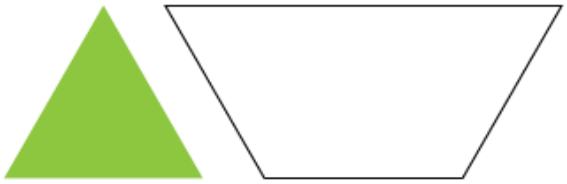






K.G.B.6

20. How many triangle pattern blocks can cover the shape?

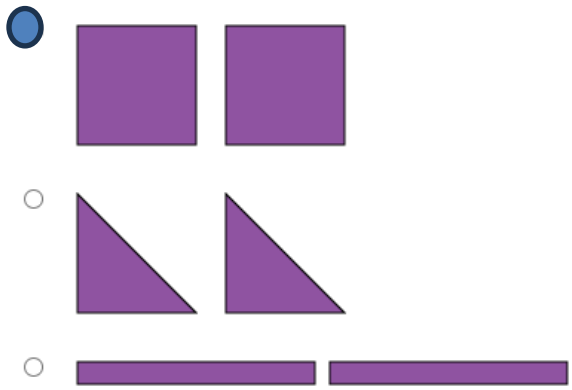


- 2
- 3
- 4
- 5

K.G.B.6

21. Vinnie uses tiles to make this shape.

Which shows the tiles Vinnie uses?



K.MD.A.1

22. Which object can **NOT** be measured with both tools shown?

K.MD.A.1

23. Which object holds more than the other objects?

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B.

C.

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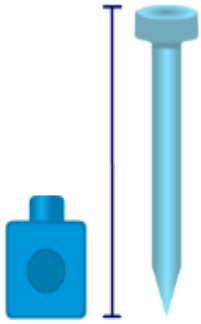
24. About how many cubes high is the nail?



A. 1

B. 3

C. 5

D. 10

K.MD.A.2

25. Which object is heavier and will be on the lower side of the scale?

A.

B.

C.

D.

26. Circle the pencil that is longer?

K.MD.A.2

27. Which object is taller than a cat but shorter than a cow?

○ A.

○ B.

● C.

○ D.

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Topic 1 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Counts object using number names 0-5. **(1)** | | | | | |
| Counts forward from any given number 0-5. **(5)** | | | | | |
| Writes numbers 0-5 in sequence. **(8)** | | | | | |
| Counts up to 0-5 objects in various configurations (line, circle, array, scattered) to answer, "how many?" (**3, 4, 6)** | *Students must get 2 out of 3 correct for mastery. ** | | | | |
| Arranges and counts objects into a line, circle, and scattered configuration up to 5**. (7)** | | | | | |
| Matches numbers to sets 0-5 **(2)** | | | | | |
| Write and makes sets to match a given numbers 0-5 **(12)** | | | | | |
| Writes a number from 0-5 to tell "how many?" **(9, 10)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Recognizes that "0" is represented by no objects **(11)** | | | | | |

**2025-2026 Math Kindergarten Topic Skills**
**Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 2 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Identifies groups that are equal 0-5**. (1,3)** | *Students must get 2 out of 2 correct for mastery. *****<br><br>*Question 2 is not included in the report card because it is not aligned to the standard. ***** | | | | |
| Compares two sets to determine which is "greater than" 0-5. **(6)** | | | | | |
| Compares two sets to determine which is "less than 0-5. (4,5) | *Students must get 2* out of 2 correct for mastery | | | | |

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 3 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Matches numbers to sets 0-10. **(1, 2,3)** | *Students must get 2 out of 3 correct for mastery. ** | | | | |
| Makes sets to match a given number 0-10. **(4)** | | | | | |
| Write/draw to represent a number of objects with a written number from 0-10. **(5,6,7,9)** | *Students must get 3 out of 4 correct for mastery. ** | | | | |
| Counts up to 10 objects in various configuration (line, circle, array, scattered) to answer, "how many?" (**10**) | *Question 8 is not included in the report card because it is not aligned to the standard. ** | | | | |
| Counts backwards from a given number 0-10. **(11,12,13)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Writes numbers 10-0 in sequence backwards*. **(14)** | | | | | |
| Identifies a repeating number patterns. * **(15,16)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |

**2025-2026 Math Kindergarten Topic**

**Skills Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Topic 4 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Compares two sets to determine which is "greater/more than" 0-10. **(1, 2)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Compares two sets to determine which is "fewer/less than" 0-10. **(3)** | | | | | |
| Counts forwards from a given number 0-10. **(4)** | | | | | |
| Draw/write and count objects to compare numbers 0-10. **(5, 6)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 1 Standards**
**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Quarter 1 Quarterly Assessment: Topics 1,2,3, and 4 | Report Card | Date Tested | Mastered(M) Non-Mastered (X) | Date Tested | Mastered(M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.A.1** Count numbers backward from 10. **(1, 2)** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.A.3** Represent/ Write numbers for a set of objects from 0 to 10. **( 3,4,5)** | *2/3 must be answered correctly to score Mastered.* | | | | |
| **K.CC.A.4** Recognize and analyze a pattern using concrete materials. ***(6,7)*** *Additional Tennessee Standard** | *2/2 must be answered correctly to score Mastered. ** | | | | |
| **K.CC.B.5a.** Count objects to 10, say the number names in the standard order, using one-to-one correspondence. **(8,9)** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.B.5b.** Recognize that the last number said tells the number of objects counted regardless of their arrangement or the order in which they were counted. ***(10,11)*** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.B.5c.** When counting objects (0-10**),** recognize that each successive number name refers to a quantity that is one greater and one less. ***(12,13)*** | *2/2 must be answered correctly to score Mastered.** | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 1 Standards**
**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Quarter 1 Quarterly Assessment: Topics 1,2,3, and 4 | Report Card | Date Tested | Mastered(M) Non-Mastered (X) | Date Tested | Mastered(M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.B.6** Count to answer "how many?" questions as many as 10 things arranged in a line, a rectangular array, a circle, or scattered configuration. ***(14,15)*** | *2/2 must be answered correctly to score Mastered.** | | | | |
| **K.CC.C.7** Compare two sets of objects 0-10 using the terms greater than, less than or equal. **(16,17,18)** | *2/3 must be answered correctly to score Mastered.** | | | | |
| **K.CC.C.8** Compare two given numbers up to 10, when written as numerals, using the terms *greater than, less than*, or *equal to.* (Students need not use comparison symbols here.) **(19,20)** | *2/2 must be answered correctly to score Mastered.** | | | | |

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 5 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Sorts objects into two categories. **(1,2, 3A)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Counts to answer "how many" are in each category 0-10. **(4)** | | | | | |
| Compares two different sets of objects by quantity 0-10 to determine which set has more. **(5,3B)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Compares two different sets of objects by quantity 0-10 to determine which set has fewer. **(6)** | | | | | |

**2025-2026 Math Kindergarten Topic**

**Skills Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 6 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Understands that addition is putting together using objects or pictures. **(9)** | | | | | |
| Uses objects to answer how many in "all" 0-10. **(1,5)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Match the number sentence to the picture 0-10 (_ and _ is __). (**2, 3)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Match the addition expression to the picture 0-10 (2+1). **(4)** | | | | | |
| Writes an addition equation to match a picture 0-10 (__+__=__). **(7)** | | | | | |
| Solves addition word problems using objects, drawings, and equations. **(6,8)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Match the equation to the picture 0-10. **(10)** | | | | | |
| Use pictures to match addition equations 0-10. **(11)** | | | | | |

**2025-2026 Math Kindergarten Topic**
**Skills Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 7 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Understands that subtraction is taking apart, taking away from using objects or pictures. **(1)** | | | | | |
| Uses objects to answer how many is "left" 0-10. **(2,3)** | *Must get 2 out of 2 correct for mastery.** | | | | |
| Write the number to match the whole-part-part 0-10 (__is ___ and __). **(4)** | | | | | |
| Writes a subtraction equation to complete the pattern. **(7)** | | | | | |
| Match subtraction equations from 0-10 to pictures. **(9, 12)** | *Must get 2 out of 2 correct for mastery.** | | | | |
| Writes a subtraction equation to match a picture 0-10 (__-__=__). **(5,6,8,10)** | *Must get 3 out of 4 correct for mastery.* | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 2 Standards**
**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Quarter 2 Quarterly Assessment: Topics 5,6, and 7 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.B.6** Given a number from 1-10, count out that many objects arranged in a line, a rectangular array, a circle, or in a scattered configuration. | *Standard K.CC.B.6 was assessed in Quarter 1 This standard will be assessed again in Quarter 3 with numbers from 1-20.* | | | | |
| **K.MD.C.4** Sort a collection of objects into a given category, with 10 or fewer in each category. ***(1,2)*** | *Must get out 2 of 2 correct for mastery.*<br><br>*This standard will be assessed again in Quarter 3* | | | | |
| **K.OA.A.1** Represent addition up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. **(3,4)** | *Must get out 2 of 2 correct for mastery.** | | | | |
| **K.OA.A.1** Represent subtraction up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. **(5,6)** | *Must get out 2 of 2 correct for mastery.** | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 2 Standards**
**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Quarter 2 Quarterly Assessment: Topics 5,6, and 7 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.OA.A.2** Add within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. **(7,8,9)** | *Must get 2 out of 3 correct for mastery** | | | | |
| **K.OA.A.2** Subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. **(10,11,12)** | *Must get 2 out of 3 correct for mastery** | | | | |
| **K.OA.A.5** Add within 10 using mental strategies. **(14,15,16, 17)**<br><br>*Additional TN Standard** | *Must get 3 out of 4 correct for mastery** | | | | |
| **K.OA.A.5** Subtract within 10 using mental strategies. **(13,17)**<br><br>*Additional TN Standard** | *Must get out 2 of 2 correct for mastery** | | | | |

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 8 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Decompose numbers less than or equal to 5 using objects or drawings to **write an equation in more than one way.** (whole-part-part). **(7, 10)** | *Must get 2 out of 2 correct for mastery** | | | | |
| Add within 5 to solve for the unknown using objects or drawings to write an equation. (ex: 5=4+__, 3+__=4). **(5,6)** | *Must get 2 out of 2 correct for mastery. *<br><br>*Part 1 of question 6 is being assessed. ** | | | | |
| Subtract within 5 to solve for the unknown using objects or drawings to write an equation. (ex: 5-__=2, __-4=0). **(6)** | *Part 2 of question 6 is being assessed. ** | | | | |
| Decompose numbers less than or equal to 10 using objects or drawings to write an equation **in more than one way.** (whole-part-part) **(3, 4, 11, 12, 13)** | *Must get 4 out of 5 correct for mastery. ** | | | | |
| Add within 10 to solve for the unknown using objects or drawings to write an equation*. (ex: 7=4+__, 5+__=10) **(1,2, 8, 9, 14)** | *Must get 4 out of 5 correct for mastery. ** | | | | |
| Subtract within 10 to solve for the unknown using objects or drawings to write an equation. * (ex: 8-__=2, __-4=6) **(15)** | | | | | |

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 9 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Count to tell "how many?" objects within 20. **(1,2)** | *Must get 2 out of 2 correct for mastery.** | | | | |
| Count forward to 20. **(3)** | | | | | |
| Write numbers from 0-20 to tell "how many?" **(4)** | | | | | |
| Counts up to 20 objects in various configurations (line, circle, array, scattered) to answer, "how many?" **(5)** | | | | | |
| Draw/write and count objects to compare numbers 0-20. **(6)** | | | | | |
| Write numbers from 0-20 in sequence. **(7)** | | | | | |
| Draw/write and count objects from 0-20 that are one less than a number*. **(8)** | | | | | |
| Count objects from 0-20 that is one more than a number*. **(9)** | | | | | |

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 10 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Match written equations of teen numbers decomposed (14=10+4). **(1,8)** | *Must get 2 out of 2 correct for mastery.* * | | | | |
| Decompose a number from eleven to nineteen into a ten and some ones using objects**.** **(3,5)** | *Must get 2 out of 2 correct for mastery.* * | | | | |
| Compose a number from eleven to nineteen into a ten and some ones using a drawing or an equation (10+4=14). **(2,4,6)** | *Must get 2 out of 3 correct for mastery.* * | | | | |
| Draw and write an equation to compose and decompose teen numbers as a ten and some ones. **(7)** | | | | | |

**2025-2026 Math Kindergarten Topic Skills**

**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Topic 11 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Count by 1s to 100 from any given number. **(2,4, 5, 6, 7)** | *Must get 4 out of 5 correct for mastery. ** | | | | |
| Count by 5s to 100 * **(8,9)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Count by 10s to 100 **(1,3)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Sorts coins penny, nickel, dime, and quarter into groups. * **(10,11)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Identifies the value of a coin penny, nickel, dime, or quarter. * **(12)** | | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 3 Standards**
**Individual Student Report**
**Student Name: _____ Teacher: _____**

| Quarter 3 Quarterly Assessment: Topics 8,9,10, and 11 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.A.1** Count to 100 by ones, fives, and tens. **(1,2,3)** | *2 of 3 must be answered correctly to score Mastered.** <br><br> *This standard was assessed in Quarter 1. Count backwards from 10.* | | | | |
| **K.CC.A.2** Count forward by ones beginning from any given number within the known sequence (instead of having to begin at 1 **(4,5,6)** | *2 of 3 must be answered correctly to score Mastered** | | | | |
| **K.CC.A.3** Represent/Write numbers for a set of objects from 0 to 20. **(7,8,9)** | *2 of 3 must be answered correctly to score Mastered** <br><br> *This standard was assessed in Quarter 1.* | | | | |
| **K.CC.B.5a.** When counting objects 1-20, say the number names in the standard order, using one-to-one correspondence. | This standard was assessed in Quarter 1 However, continue to reinforce the standard with **K.CC.B.5c.** | | | | |
| **K.CC.B.5b.** Recognize 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. | This standard was assessed in Quarter 1. This standard was assessed in Quarter 1. However, continue to reinforce the standard with **K.CC.B.5c.** | | | | |

**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Quarter 3 Quarterly Assessment: Topics 8,9,10, and 11 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.B.5c** When counting objects (0-20), recognize that each successive number refers to a quantity that is one greater or one less. **(10, 11)** | *2 must be answered correctly to score Mastered.** <br><br> This standard was assessed in Quarter 1. Counting objects 0-10. | | | | |
| **K.CC.B.6** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, a circle, in a scattered configuration. Given a number from 1-20, count out that many objects. **(12,13)** | *2 of 3 must be answered correctly to score Mastered.** <br><br> This standard was assessed in Quarter 1. | | | | |
| **K.MD.B.3** Identify the penny, nickel, dime, and quarter based on their attributes (size and color) and recognize the value of each. ***(14,15,16,17)*** | *3 of 4 must be answered correctly to score Mastered.** | | | | |
| **K.NBT.A.1** Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones by using objects or drawings (*e.g., 18 equals 10 + 8*). Record the composition or decomposition using a drawing or by writing an equation. **(18, 19,20)** | *2 of 3 must be answered correctly to score Mastered.** | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 3 Standards**
**Individual Student Report**
**Student Name: _____ Teacher: _____**
(* indicates TN Additional Assessment Items)

| Quarter 3 Quarterly Assessment: Topics 8,9,10, and 11 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.OA.A.1** Represent addition up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. | *This standard was assessed in Quarter 2.* Continue to reinforce the standard with K.OA.A.3* | | | | |
| **K.OA.A.1** Represent subtraction up to 10 with objects, fingers, drawings, acting out situations, verbal explanations, expressions, or equations. | *This standard was assessed in Quarter 2.* Continue to reinforce the standard with K.OA.A.3* | | | | |
| **K.OA.A.2** Add within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. | *This standard was assessed in Quarter 2.* Continue to reinforce the standard with K.OA.A.3* | | | | |
| **K.OA.A.2** Subtract within 10 to solve contextual problems with result/total unknown involving situations of add to, take from, and put together/take apart. Use objects, drawings, or equations to represent the problem. | *This standard was assessed in Quarter 2.* Continue to reinforce the standard with K.OA.A.3* | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 3 Standards**
**Individual Student Report**
**Student Name: _____ Teacher: _____**
(* indicates TN Additional Assessment Items)

| Quarter 3 Quarterly Assessment: Topics 8,9,10, and 11 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.OA.A.3** Decompose numbers less than or equal to 10 into addend pairs in more than one way (*e.g., 5 = 2 + 3 and 5 = 4 + 1*) by using objects or drawings. Record each decomposition using a drawing or writing an equation. **(21,22,23)** | *2 of 3 must be answered correctly to score Mastered.** | | | | |
| **K.OA.A.4** Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation. **(24,25)** | *2 must be answered correctly to score Mastered.** | | | | |
| **K.OA.A.5** Add within 10 using mental strategies. | This standard was assessed in Quarter 2. | | | | |
| **K.OA.A.5** Subtract within 10 using mental strategies. | This standard was assessed in Quarter 2. | | | | |

**2025-2026 Math Kindergarten Report Card**

**Skills Individual Student Report**

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 12 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Identifies two-dimensional shapes: square, circle, triangle, rectangle, hexagon (flat). **(1)** | | | | | |
| Names shapes as a square, circle, triangle, rectangle, hexagon. **(2,3,4,5,6)** | *Students must get 4 out of 5 correct for mastery. ** | | | | |
| Identifies three-dimensional shapes: cubes, cones, cylinders and spheres (solid). **(7)** | | | | | |
| Draws a shape that describes the relative position using the following terms: above, below, beside, in front of, behind, between and next to.**(8, 10)** | *Students must get 2 out of 2 correct for mastery. ** | | | | |
| Identifies two-dimensional and three-dimensional shapes as flat or solid. **(9)** | | | | | |
| Draws a two-dimensional shape. **(11)** | *Question11 is not included in the report card because it is not aligned to the standard. ** | | | | |
| Identify shapes as flat/two- dimensional shapes (square, circle, triangle, rectangle, hexagons **or** solid/three-dimensional shapes (cub, cones cylinders, and sphere). **(12)** | | | | | |
| Identify the repeating pattern of a given unit. *** (13)** | | | | | |
| Continue a given pattern. * **(14)** | | | | | |

2025-2026 Math Kindergarten Report Card

Skills Individual Student Report

**Student Name:** _____ **Teacher:** _____

(* indicates TN Additional Assessment Items)

| Topic 13 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Describes the attributes of flat/two dimensional shapes (circle, square, triangle, rectangle, hexagon). **(7)** | *Question 7 is assessing the attributes for both the two-dimensional and three-dimensional attributes.*<br><br>*Students must get 2 out of 2 correct for mastery.* * | | | | |
| Describes the attributes of solid/three dimensional shapes (sphere, cube, cylinder, cone). **(7)** | *Question 7 is assessing the attributes for both the two-dimensional and three-dimensional attributes.*<br><br>*Students must get 2 out of 2 correct for mastery.* * | | | | |
| Identifies flat/two dimensional shapes in the environment (sphere, cube, cylinder, cone). **(1, 2)** | *Students must get 2 out of 2 correct for mastery.* * | | | | |
| Identifies solid/three dimensional shapes in the environment (sphere, cube, cylinder, cone). **(3, 4)** | *Students must get 2 out of 2 correct for mastery.* * | | | | |
| Draws flat/two dimensional shapes (circle, square, triangle, rectangle, hexagon) **(5)** | | | | | |
| Builds, creates, or makes solid/three dimensional shapes (sphere, cube, cylinder, cone). **(5)** | | | | | |
| Uses flat/two dimensional shapes to make larger flat/two dimensional shapes. **(6)** | | | | | |

**2025-2026 Math Kindergarten Topic**
**Skills Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Topic 14 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| Compares objects to determine which is taller than/shorter than/equal to. **(1,5)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Compares containers/items to determine which holds more than/less than/equal to. **(2, 4)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Compares objects to determine which is longer than/shorter than/equal to. **(3, 8)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Compares objects to determine which is heavier/lighter. **(3, 7)** | *Must get 2 out of 2 correct for mastery. ** | | | | |
| Identifies the appropriate tool to measure: weight, height, length. **(6)** | | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 4 Standards**
**Individual Student Report**

**Student Name: _____ Teacher: _____**

(* indicates TN Additional Assessment Items)

| Quarter 4 Quarterly Assessment: Topics 12,13,and 14 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.CC.A.4** - Recognize, describe, extend, and create patterns and explain a simple rule for a pattern using concrete materials. Analyze the structure of the repeating pattern by identifying the unit (core) of the pattern. ***(1.2)*** | *Must get 2 correct for mastery.* | | | | |
| **K.G.A.1** - Describe objects in the environment using names of shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, *between*, and *next to*. ***(3,4,5,6, 7, 8)*** | *Must get 5 out of 6 correct for mastery.* | | | | |
| **K.G.A.2** - Correctly name shapes and solids (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size. ***(9,10,11,12)*** | *Must get 3 out of 4 correct for mastery.* | | | | |
| **K.G.A.3** - Identify shapes (squares, circles, triangles, rectangles, and hexagons) as two-dimensional and solids (cubes, cones, cylinders, and spheres) as three-dimensional. **(13,14)** | *Must get 2 correct for mastery.* | | | | |
| **K.G.B.4** - Describe similarities and differences between two- and three-dimensional shapes/solids, in different sizes and orientations. ***(15, 16, 17)*** | *Must get 2 out of 3 correct for mastery.* | | | | |

**2025-2026 Math Kindergarten Report Card Quarter 4 Standards**
**Individual Student Report**
**Student Name: _____ Teacher: _____**
(* indicates TN Additional Assessment Items)

| Quarter 4 Quarterly Assessment: Topics 12,13, and 14 | Report Card | Date Tested | Mastered (M) Non-Mastered (X) | Date Tested | Mastered (M) Non-Mastered (X) |
|---|---|---|---|---|---|
| **K.G.B.5** - Model shapes/solids in the world by building or drawing them. ***(18, 19)*** | *Must get 2 of 2 correct for mastery.* | | | | |
| **K.G.B.6-** Compose a figure using simple shapes/solids and identify smaller shapes/solids within the figure. ***(20,21)*** | *Must get 2 of 2 correct for mastery.* | | | | |
| **K.MD.A.1**- Describe the measurable attributes of an object, such as length (long/short), height (tall/short), or weight (heavy/light). ***(22,23,24)*** | *Must get out 2 of 3 correct for mastery.* | | | | |
| **K.MD.A.2** - Directly compare two objects with a measurable attribute in common, to describe which object has more of/less of the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter. ***(25,26,27)*** | *Must get 2 out of 3 correct for mastery.* | | | | |

# Section 2:
# English Language Arts

# 2025-2026 ELA Kindergarten Report Card Skills per Quarter

| 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** | 1 | 2 | 3 | 4 |
| Names 4 uppercase letters in random order M, A,S, P | X | | | |
| Names 4 lowercase letters in random order m, a, s, p | X | | | |
| Names 10 uppercase letters in random order M, A, S, P, T, I, N, C, O, D | | X | | |
| Names 10 lowercase letters in random order m,a, s, p, t, l, n, c, o, d | | X | | |
| Names 22 uppercase letters in random order M, A, S, P, T, I, N, C, O, D, H, E, F, R, B, L, K, U, G, W,X, V | | | X | |
| Names 22 lowercase letters in random order m,a, s, p, t, l, n, c, o, d, h, e, f, r, b, l, k, u, g, w,x,v | | | X | |
| Names all uppercase letters in random order M, A, S, P, T, I, N, C, O, D, H, E, F, R, B, L, K, U, G, W, X, V, J, Q, Y, Z | | | | X |
| Names all lowercase letters in random order m,a, s, p, t, l, n, c, o, d, h, e, f, r, b, l, k, u, g, w, x, v, j, q, y, z | | | | X |
| Recognize rhyming words | | | X | |
| Produce rhyming words | | | | X |
| Understand syllables | | | | X |
| Read sight words: I, can, the, we, see, a (5 out of 6) | X | | | |
| Read sight words: I ,can, the, we, see, a, like, to, and, go, you, do (10 out of 12) | | X | | |
| Read sight words: I, can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for, have, of, they, said, want (23 out of 26) | | | X | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does (36 out of 40) | | | | X |
| Identify beginning sounds | | X | | |
| Identify ending sounds | | | X | |
| Identify medial sounds | | | | X |
| Blend/segment onsets and rimes | | | X | |
| Identify letter sounds: Mm, Aa (short and long), Ss, Pp | X | | | |
| Identify letter sounds: Tt, Ii (short and long), Nn, Cc, Oo (short and long) Dd | | X | | |
| Identify letter sounds: Hh, Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww,Xx, Vv | | | X | |

| | | | | |
|---|---|---|---|---|
| Identify letter sounds: Jj, Qq, Yy, Zz | | | | X |
| Write the letter for each sound: Mm, Aa (short and long), Ss, Pp | X | | | |
| Write the letter for each sound: Tt, Ii (short and long), Nn, Cc, Oo (short and long) Dd | | X | | |
| Write the letter for each sound: Hh, Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu(short and long) Gg, Ww,Xx, Vv | | | X | |
| Write the letter for each sound: Jj, Qq, Yy, Zz | | | | X |
| Write CVC words from dictation (Blend/Segment Phonemes) | | | | X |
| **Writing** | 1 | 2 | 3 | 4 |
| Writes first name correctly | X | | | |
| Writes first and last name correctly | | X | | |
| Writes uppercase letters: M, A, S, P letters (reversals accepted) | X | | | |
| Writes uppercase letters: T, I, N, C, O, D (reversals accepted) | | X | | |
| Writes uppercase letters: H, E, F, R, B, L, K, U, G, W, X, V (reversals accepted) | | | X | |
| Writes uppercase letters: J, Q, Y, Z (reversals accepted) | | | | X |
| Writes lowercase letters: m, a , s, p (reversals accepted) | X | | | |
| Writes lowercase letters: t, l, n, c, o, d (reversals accepted) | | X | | |
| Writes lowercase letters: h, e, f, r, b, l, k, u, g, w, x, v (reversals accepted) | | | X | |
| Writes lowercase letters: j, q, y, z (reversals accepted) | | | | 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 (Foundational Literacy)** | 1 | 2 | 3 | 4 |
| Form plural nouns | | | X | |
| Identify opposites | | | | X |
| Use Nouns | X | | | |
| Use verbs | | | X | |
| Use Adjectives | | | | X |
| Use pronouns | | | | X |
| Use prepositions when speaking or writing | | | | X |
| Identify multiple meanings for familiar words | | | X | |
| Recognize sentence structure: capitalization/punctuation | | X | | |
| Use inflections and affixes | | | | X |

# 2025-2026 Planning Draft ELA Kindergarten Report Card Skills Curriculum Key

| 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 | Unit 3 Week 3, Unit 4 week 2<br>Unit 5 Week 1, Unit 8 week 1 | | | X | |
| Identifies setting | Unit 3 Week 3, Unit 4 week 2<br>Unit 5 Week 1, Unit 8 week 1 | | | X | |
| Identifies plot | Unit 6 weeks 1,2 and 3<br>Unit 7 weeks 2 and 3<br>Unit 8 week 1<br>Unit 9 weeks 1 and 2<br>Unit 10 week 1 | | | | X |
| **Foundational Skills** | | 1 | 2 | 3 | 4 |
| Names 4 uppercase letters in random order | Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Names 4 lowercase letters in random order | Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Names 10 uppercase letters in random order (Cumulative) | Unit 3 weeks 1,2 and 3<br>Unit 4 weeks 1 and 2 | | X | | |
| Names 10 lowercase letters in random order (Cumulative) | Unit 3 weeks 1,2 and 3<br>Unit 4 weeks 1 and 2 | | X | | |
| Names 22 uppercase letters in random order (Cumulative) | Unit 5 week 2 and 3<br>Unit 6 weeks 1 and 2 | | | X | |
| Names 22 lowercase letters in random order (Cumulative) | Unit 5 week 2 and 3<br>Unit 6 weeks 1 and 2 | | | X | |
| Names all uppercase letters in random order (Cumulative) | Units 1-10 | | | | X |
| Names all lowercase letters in random order (Cumulative) | Units 1-10 | | | | X |
| Recognize rhyming words | Smart Start weeks 1 and 2<br>Unit 1 week 2, Unit 3 week 1,<br>Unit 4 week 3, Unit 5 week 3<br>Unit 6 week 2, Unit 7 week 2 | | | X | |
| Produce rhyming words | Unit 7 week 2, Unit 8 week 2,<br>Unit 9 week 3, | | | | X |
| Understand syllables | Smart Start week 3<br>Unit 2, week 3 Unit 3 week 3,<br>Unit 5 week 1, Unit 8 weeks 1<br>and 3, Unit 9 weeks 1 and 3,<br>Unit 10 weeks 1, 2 and 3 | | | | X |
| Read sight words: I, can, the, we, see, a, (5 out of 6) | Smart Start weeks 1,2 and,3<br>Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do (10 out of 12) | Unit 3 weeks 1, 2 and 3,<br>Unit 4 weeks 1,2 and 3<br>Unit 5 week 1 | | X | | |

| | | | | | |
|---|---|---|---|---|---|
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want (23 out of 26) | Unit 5 weeks 2 and 3<br>Unit 6 weeks 1, 2 and 3,<br>Unit 7 weeks 1, 2, 3 | | | X | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does (36 out of 40) | Unit 8 weeks 1 and 2,<br>Unit 9 weeks 1,2 and 3,<br>Unit 10 weeks 1 and 2 | | | | X |
| Identify beginning sounds | Units 1-10 | | X | | |
| Identify ending sounds | Units 2 week 2-Unit 10 | | | X | |
| Identify medial sounds | Units 1 week 2-Unit 10 | | | | X |
| Blend/segment onsets and rimes | Unit 1 week 3, Unit 2 week 2,<br>Unit 3 week 2, Unit 4 week 1,<br>Unit 5 week 2, Unit 6 week 1, | | | X | |
| Identify letter sounds: Mm, Aa (short and long), Ss, Pp | Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Identify letter sounds: Tt, Ii (short and long), Nn, Cc, Oo (short and long) Dd | Unit 3 weeks 1,2 and 3<br>Unit 4 weeks 1 and 2<br>Unit 5 week 1 | | X | | |
| Identify letter sounds: Hh, Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | Unit 5 week 2 and 3<br>Unit 6 weeks 1 and 2<br>Unit 7 weeks 1, 2, 3 | | | X | |
| Identify letter sounds: jj, Qu, Yy, Zz | Unit 8 weeks 1 and 2 | | | | X |
| Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, | Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Write the letter for each sound: Tt, Ii (short and long), Nn, Cc, Oo (short and long) Dd | Unit 3 weeks 1,2,and 3<br>Unit 4 weeks 1 and 2<br>Unit 5 week 1 | | X | | |
| Write the letter for each sound: Hh, Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww,Xx, Vv | Unit 5 week 2 and 3<br>Unit 6 weeks 1 and 2<br>Unit 7 weeks 1, 2 and 3 | | | X | |
| Write the letter for each sound:Jj, Qu, Yy, Zz | Unit 8 weeks 1 and 2 | | | | X |
| Write CVC words from dictation (Blend/Segment Phonemes) | Units 1-10 | | | | X |
| **Writing** | | 1 | 2 | 3 | 4 |
| Writes first name correctly | **Continuous | X | | | |
| Writes first and last name correctly | **Continuous | | X | | |
| Writes uppercase letters: M, A, S, P, letters (reversals accepted) | Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Writes uppercase letters: T, I, N, C, O, D (reversals accepted) | Unit 3 weeks 1,2 and 3<br>Unit 4 weeks 1 and 2<br>Unit 5 week 1 | | X | | |
| Writes uppercase letters: H, E, F, R, B, L, K, U, G, W, Xx, Vv (reversals accepted) | Unit 5 week 2 and 3<br>Unit 6 weeks 1 and 2<br>Unit 7 weeks 1, 2 and 3 | | | X | |
| Writes uppercase letters: J, Q, Y, Z (reversals accepted) | Unit 8 weeks 1 and 2 | | | | X |
| Writes lowercase letters: m, a , s, p, t(reversals accepted) | Unit 1 weeks 1, 2 and 3<br>Unit 2 weeks 1 and 2 | X | | | |
| Writes lowercase letters: t, I, n, c, o, d (reversals accepted) | Unit 3 weeks 1,2 and 3<br>Unit 4 weeks 1 and 2<br>Unit 5 week 1 | | X | | |

| | | | | | |
|---|---|---|---|---|---|
| Writes lowercase letters: h, e, f, r, b, l, k, u, g, w, x, v(reversals accepted) | Unit 5 week 2 and 3<br>Unit 6 weeks 1 and 2<br>Unit 7 weeks 1, 2 and 3 | | | X | |
| Writes lowercase letters: j, q, y, z (reversals accepted) | Unit 8 weeks 1 and 2 | | | | X |
| Draw/dictate/write to give information or explain | Unit 1 weeks 1,2 and, 3<br>Unit 2 weeks 1, 2 and 3<br>Unit 3 week 2<br>Unit 4 weeks 1, 2 and , 3<br>Unit 5 week 3<br>Unit 7 week 1<br>Unit 8 week 2<br>Unit 9 weeks 2 and 3<br>Unit 10 weeks 2 and 3 | | X | | |
| Draw/dictate/write to state an opinion | Unit 5 week 2<br>Unit 6 week 1<br>Unit 7 week 3 | | | X | |
| Draw/dictate/write to tell a story | Unit 3 weeks 1 and 3<br>Unit 5 week 1<br>Unit 6 week 3<br>Unit 7 week 2<br>Unit 8 weeks 1 and 3<br>Unit 9 weeks 1<br>Unit 10 weeks 1 | | | | X |
| **Language (Foundational Literacy)** | | 1 | 2 | 3 | 4 |
| Form plural nouns | Unit 6 weeks 1,2 and 3 | | | X | |
| Identify opposites | Unit 7 week 2, Unit 8 Week 3 and Unit 10 week 2 | | | | X |
| Use Nouns | Unit 1 weeks 1, 2 and 3, | X | | | |
| Use verbs | Unit 2 weeks 1, 2 and 3<br>Unit 7 weeks 1, 2 and 3 | | | X | |
| Use Adjectives | Unit 4 weeks 1, 2 and 3<br>Unit 9 weeks 1, 2 and 3 | | | | X |
| Use pronouns | Unit 5 weeks 1, 2 and 3<br>Unit 10 weeks 1, 2 and 3 | | | | X |
| Use prepositions when speaking or writing | Unit 8 weeks 1, 2 and 3 | | | | X |
| Identify multiple meanings for familiar words | Units 1-10 | | | X | |
| Recognize sentence structure: capitalization/punctuation | Unit 3 weeks 1, 2 and 3 | | X | | |
| Use inflections and affixes | Unit 5 weeks 1 and 2<br>Unit 7 week 1<br>Unit 9 week 1<br>Unit 10 weeks 2 and 3 | | | | X |

*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:**

- ✓ 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.
- ✓ Skills that are not mastered within the designated quarter should be retaught and reassessed with mastery as the goal.

## 2025-2026 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** | 1 | 2 | 3 | 4 |
| Names 4 uppercase letters in random order | | | | |
| Names 4 lowercase letters in random order | | | | |
| Names 10 uppercase letters in random order | | | | |
| Names 10 lowercase letters in random order | | | | |
| Names 22 uppercase letters in random order | | | | |
| Names 22 lowercase letters in random order | | | | |
| Names all uppercase letters in random order | | | | |
| Names all lowercase letters in random order | | | | |
| Recognize rhyming words | | | | |
| Produce rhyming words | | | | |
| Understand syllables | | | | |
| Read sight words: I, can, the, we, see, a, (5 out of 6) | | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do (10 out of 12) | | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want (23 out of 26) | | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does (36 out of 40) | | | | |
| Identify beginning sounds | | | | |
| Identify ending sounds | | | | |
| Identify medial sounds | | | | |
| Blend/segment onsets and rimes | | | | |
| Identify letter sounds: Mm, Aa (short and long), Ss, Pp | | | | |

| | | | | |
|---|---|---|---|---|
| Identify letter sounds: Tt, Ii (short and long), Nn, Cc, Oo (short and long) Dd | | | | |
| Identify letter sounds: Hh, Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | | | | |
| Identify letter sounds: jj, Qu, Yy, Zz | | | | |
| Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, | | | | |
| Write the letter for each sound: Tt, Ii (short and long), Nn, Cc, Oo (short and long) Dd | | | | |
| Write the letter for each sound: Hh, Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | | | | |
| Write the letter for each sound: Jj, Qu, Yy, Zz | | | | |
| Write CVC words from dictation (Blend/Segment Phonemes) | | | | |
| **Writing** | 1 | 2 | 3 | 4 |
| Writes first name correctly | | | | |
| Writes first and last name correctly | | | | |
| Writes uppercase letters: M, A, S, P, letters (reversals accepted) | | | | |
| Writes uppercase letters: T, I, N, C, O, D (reversals accepted) | | | | |
| Writes uppercase letters: H, E, F, R, B, L, K, U, G, W, X, V(reversals accepted) | | | | |
| Writes uppercase letters: J, Q, Y, Z (reversals accepted) | | | | |
| Writes lowercase letters: m, a , s, p, (reversals accepted) | | | | |
| Writes lowercase letters: t, i, n, c, o, d (reversals accepted) | | | | |
| Writes lowercase letters: h, e, f, r, b, l, k, u, g, w, x, v(reversals accepted) | | | | |
| Writes lowercase letters: j, q, y, z (reversals accepted) | | | | |
| Draw/dictate/write to give information or explain | | | | |
| Draw/dictate/write to state an opinion | | | | |
| Draw/dictate/write to tell a story | | | | |
| **Language (Foundational Literacy)** | 1 | 2 | 3 | 4 |
| Form plural nouns | | | | |
| Identify opposites | | | | |
| Use Nouns | | | | |
| Use verbs | | | | |
| Use Adjectives | | | | |
| Use pronouns | | | | |
| Use prepositions when speaking or writing | | | | |
| Identify multiple meanings for familiar words | | | | |
| Recognize sentence structure: capitalization/punctuation | | | | |
| Use inflections and affixes | | | | |

***In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.***

# First Nine Weeks
# ELA Skills
## August 4, 2025 – October 3, 2025

- Identify book elements (front cover; back cover; title page)
- Use nouns
- Name 4 uppercase letters in random order
  (*Cut out alphabet cards and place in a random order*)
- Name 4 lowercase letters in random order
  (*Cut out alphabet cards and place in a random order*)
- Identifies letter sounds (Mm, Aa, Ss, Pp)
- Read sight words (5 out of 6)
- Write first name correctly
- Writes the letter for each sound (Mm, Aa (short and long), Ss, Pp)
- Writes uppercase letters (M, A, S, P)
- Writes lowercase letters (m, a, s, p)

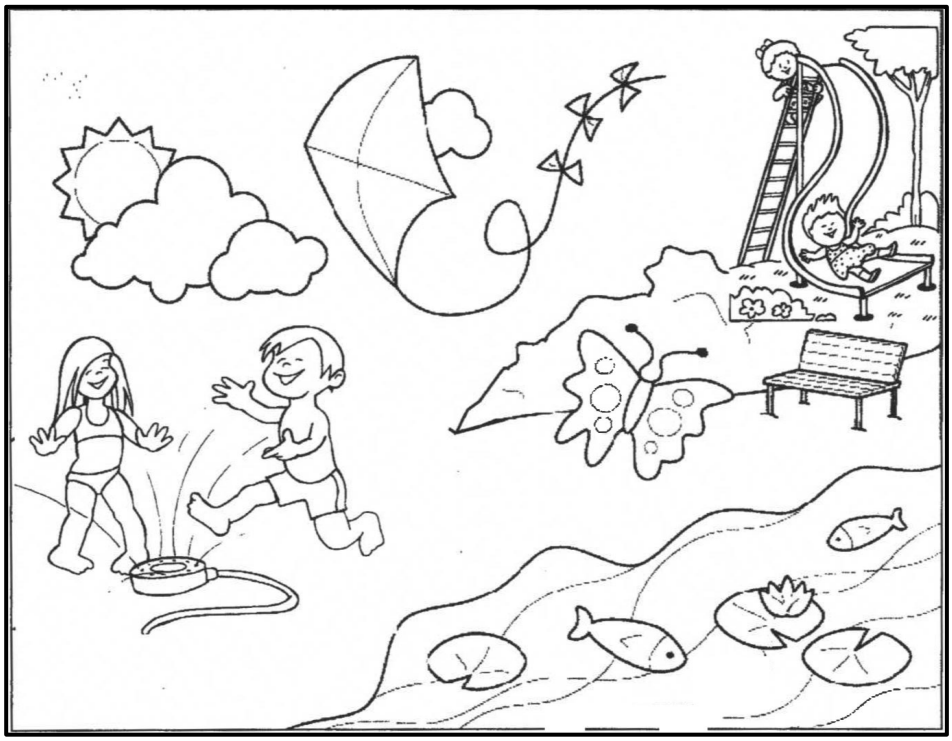
***In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.***

**First Nine-Week Skills**
**READING**

1._____**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."

2._____**Use nouns**. **Students will** identify nouns in the picture. (see below)
Which picture do you like the most?
Is it a person, place, animal, thing?
Look at the picture, can you tell me 2 more nouns. Remember a noun is a person, place, animal, or thing?



**First Nine-Week Skills**
**Foundational Skills**

3. _____**Recognize and name 4 uppercase letters in random order**: (use lettercards on pp.98-99)

M A S P

4._____**Recognize and name 4 lowercase letters in random order:** (use lettercards on pp.100-101)

m a s p

5. _____**Identifies letter sounds:** The student will orally identify upper and lower-case letter sounds. The student must provide both the short and long sounds for the vowel a. When the 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)

| | | | |
|---|---|---|---|
| M | A | S | P |
| m | a | s | p |

**First Nine Weeks Cont.**

6._____Read sight words. (5 out of 6) See p. 102

__I __ can __the __we __see __a

**WRITING**

7. _____**Writes first name.** Capitalize first letter only.
Exception will include names that are case sensitive. (Ex. LaRhonda)

8. _____**Writes the letter for each sound**: Teachers will call out the sounds for the letters?
m, a, s, p. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts)*

Teacher will say - "In the box write the letter that makes the /m/ sound, etc."

/m/ /a/ /s / /p /

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

9. **_____Writes upper case letters**: The teacher will call out letters: **M, A, S, P.** Students will correctly form the uppercase letters in the boxes. *N0 Models –The order is teacher's choice.*

| | | | | |
|---|---|---|---|---|
| | | | | |

10. **_____Writes lower case letters:** The teacher will call out letters: **m**, **a**, **s**, **p**. Students will correctly form the lowercase letters in the boxes. *N0 Models –The order is teacher's choice.*

| | | | | |
|---|---|---|---|---|
| | | | | |

Identify Uppercase Letter Cards for Quarters 1-4

| | | | |
|---|---|---|---|
| M | A | S | P |
| T | I | N | C |
| O | D | H | E |

| | | | |
|---|---|---|---|
| F | R | B | L |
| K | U | G | W |
| X | V | J | Q |
| Y | Z | | |

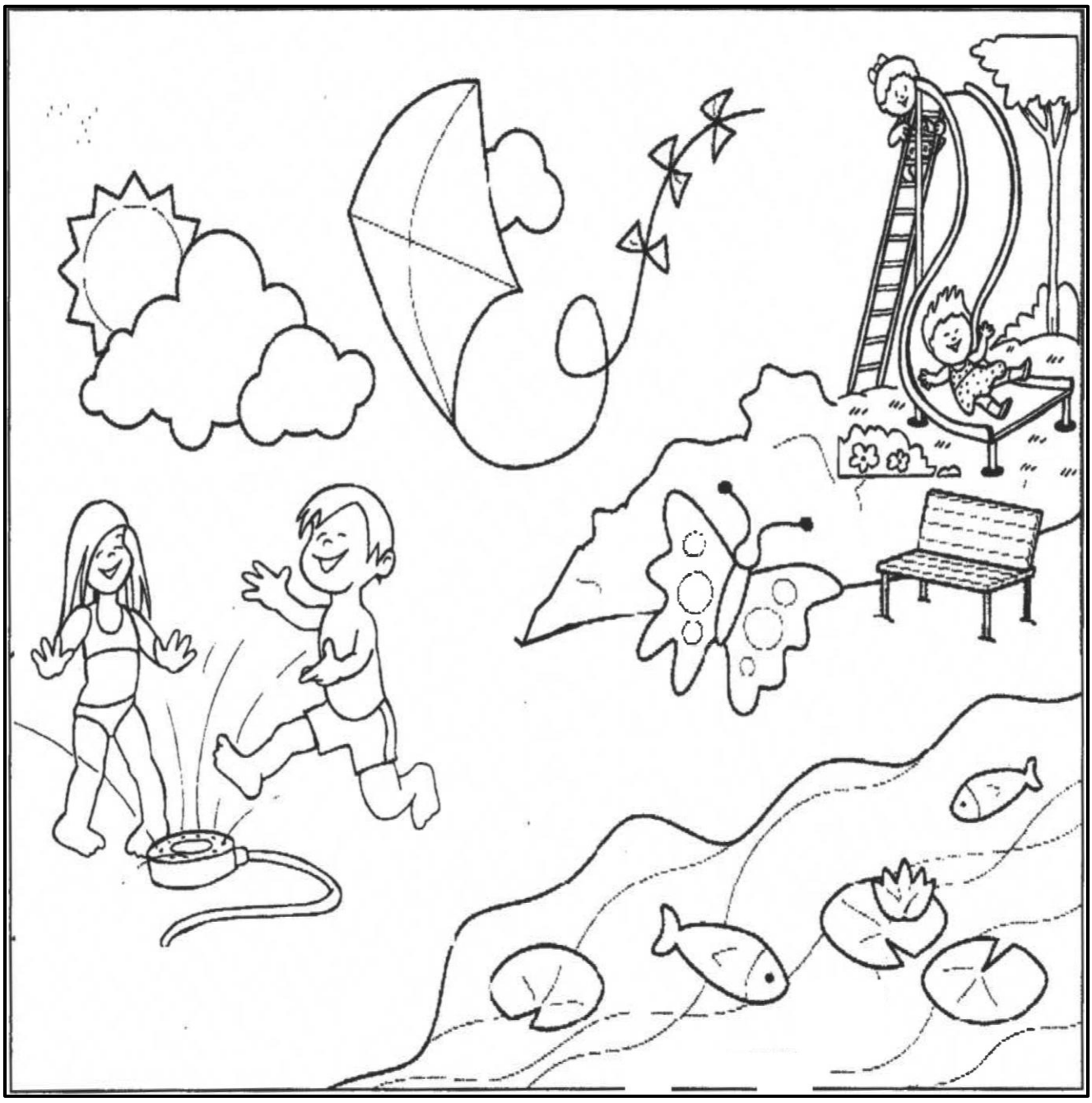
Identify Lowercase Letter Cards for Quarters 1-4

| | | | |
|---|---|---|---|
| m | a | s | p |
| t | i | n | c |
| o | d | h | e |

| | | | |
|---|---|---|---|
| f | r | b | l |
| k | u | g | w |
| x | v | j | q |
| y | z | | |

**First Nine Weeks Sight Words**

| | |
|---|---|
| I | can |
| the | we |
| see | a |
| | |



# Second Nine Weeks
# ELA Skills
## October 6, 2025 – December 19, 2025

- Identify story elements: author/illustrator
- Name 10 uppercase letters in random order
- Name 10 lowercase letters in random order
- Reads sight words (10 out of 12)
- Identify beginning sounds
- Identify letter sounds (Tt, Ii, Nn, Cc, Oo, Dd)
- Write the letter for each sound (Tt, Ii, Nn, Cc, Oo, Dd)
- Write first and last name correctly
- Correctly form uppercase letters: (T, I, N, C, O, D)
- Correctly forms lower case letters: (t, i, n, c, o, d)
- Draw/dictate/write to give information or explain
- Recognize sentence structure: capitalization and punctuation

***In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.***

**2nd Nine Weeks Skills**

**READING**

1. _____**Identify story elements – author/illustrator**.
   Teacher will ask: "What is the job of the author? What is the job of the illustrator?" (100% accuracy without assistance or prompts)

**Foundational Skills**

2. _____**Recognize and name 10 uppercase letters in random order**: (use lettercards on pp. 97-100)

   M A S P T I N C O D

3. ____ **Recognize and name 10 lowercase letters in random order:** (use lettercards on pp. 97-100)

   m a s p t i n c o d

4. _____ **Read sight words.** (10 out of 12) See page 112

   __I __can __the __we __ see __a __like __to __and
   __go __you __do

5. _____ **Identifies beginning sounds.** Teacher will ask: "What is the beginning sound in mop? Remember the beginning sound is the first sound you hear."

   _____mop _____sun _____apple _____top

6. **_____ Identifies letter sounds:** The student will orally identify upper and lower case letter sounds. The student must provide both the short and long sounds for the vowels i and o. When the student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" (100% accuracy without assistance or prompts)

| | | | | | |
|---|---|---|---|---|---|
| T | I | N | C | O | D |
| t | i | n | c | o | d |

7. **_____ Writes the letter for each sound**: Teachers will call out the sounds for the letters**?**
**i**, **n**, **c**, **o**, **d**. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts)*

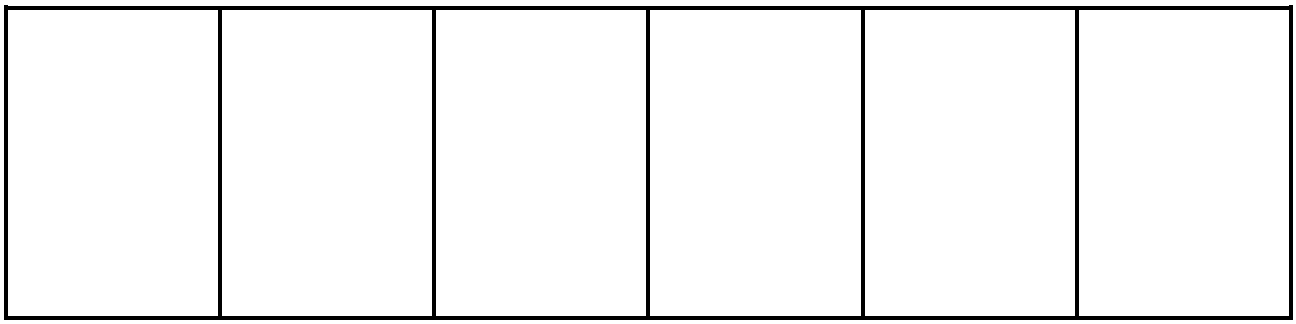
Teacher will say - "In the box write the letter that makes the /i/ sound, etc."

**/t/** **/i/**(short and long) **/n/** **/c /** **/o/**(short and long) **/d/**

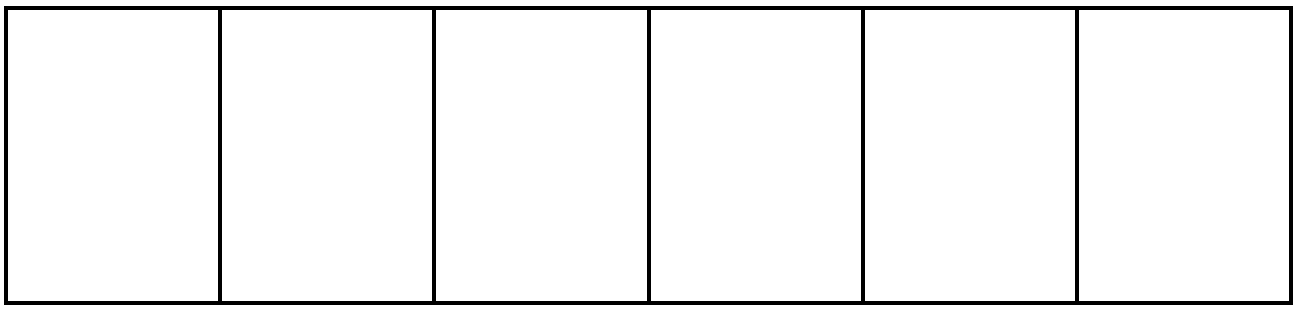
| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

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

9. **_____ Correctly forms upper case letters**: The teacher will call out letters: **T**,**I, N, C, O, D.** Students will correctly form the uppercase letters in the boxes. *N0 Models –The order is teacher's choice.*



10. **_____Correctly forms lower case letters:** The teacher will call out letters: **t, i**, **n**, **c**, **o**, **d**. Students will correctly form the lowercase letters in the boxes. *N0 Models –The order is teacher's choice.*



**2nd Nine Weeks Skills cont.**

11. **_____Draw/dictate/write to give information or explain**: (use writing template below)

The students will use information gathered from Unit 4 week 1 to draw/dictate/write an informational piece about what people use to do their jobs.

Draw/dictate/write to give information or explain.

**_____Draw _____Dictate _____Write**

_____

_____

_____

_____

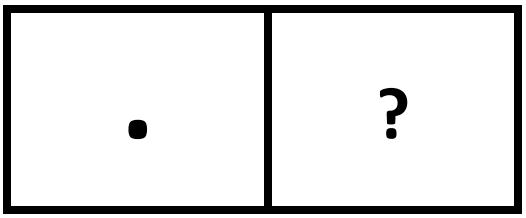
## Language

12. **_____Recognize sentence structure: capitalization and punctuation**

The teacher asks:

- **"**What do all sentences **begin** with?"
- (S*how students a punctuation flash card and ask):* **"What is this?"** (100% accuracy without assistance or prompts)

_____ capitalization _____period _____question mark



## Second Nine Weeks Sight Words

| | |
|---|---|
| I | can |
| the | we |
| see | a |
| like | to |
| and | go |
| you | do |

# Third Nine Weeks
# ELA Skills
## January 6, 2026 – March 13, 2026

- Identify story elements:  character and setting
- Name 22 uppercase letters in random order
- Name 22 lowercase letters in random order
- Recognize rhyming words
- Read sight words (23 out of 26)
- Identify ending sounds
- Blend/segment onsets and rimes
- Identify  letter sounds (Hh, Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Xx, Vv)
- Write the letter for each sound (Hh, Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Xx, Vv)
- Correctly form uppercase letters: H, E, F, R, B, L, K, U, G, W, X, V
- Correctly form Lowercase letters: h, e, f, r, b, l, k, u, g, w, x,v
- Draw/dictate/write to state an opinion
- Forms plural nouns
- Uses verbs
- Identify multiple meanings for familiar words

***In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.***

**3rd Nine Weeks Skills**

**READING**

1._____ **Identify story elements: character and setting.** The teacher will choose a story read in class.
After reading, students will be asked to name the character(s) and setting.

**FOUNDATIONAL SKILLS**

2. ____**Recognize and name 20 uppercase letters in random order**: (use lettercards on pp. 97-100)

M A S P T I N C O D H E F R B

L K U G W X V

3.____ **Recognize and name 20 lowercase letters in random order:** (use lettercards on pp. 97-100)

m a s p t i n c o d h e f r b l k
u g w x v

4._____ **Recognize rhyming words**. The student will respond (yes or no) when asked if two words rhyme. (100% accuracy without assistance or prompts)

*Word pairs to use:* cat – rat light – bright dog - **c**ar mouse – house hat – leaf

5._____ **Read sight words**. (21 out of 26) See pages 122-123

___I ___can ___the ___we ___ see ___a ___like ___to ___and ___go ___ you
___do ___ my ___are ___with ___he ___is ___little ___she ___was ___for ___ have
___of ___ they __said ___want

6._____ **Identifies ending sounds.** Teacher will ask: "What is the ending sound in mop? Remember the ending sound is the last sound you hear." Teacher will then ask students to identify the ending sound in sun, pig, cat, bed.

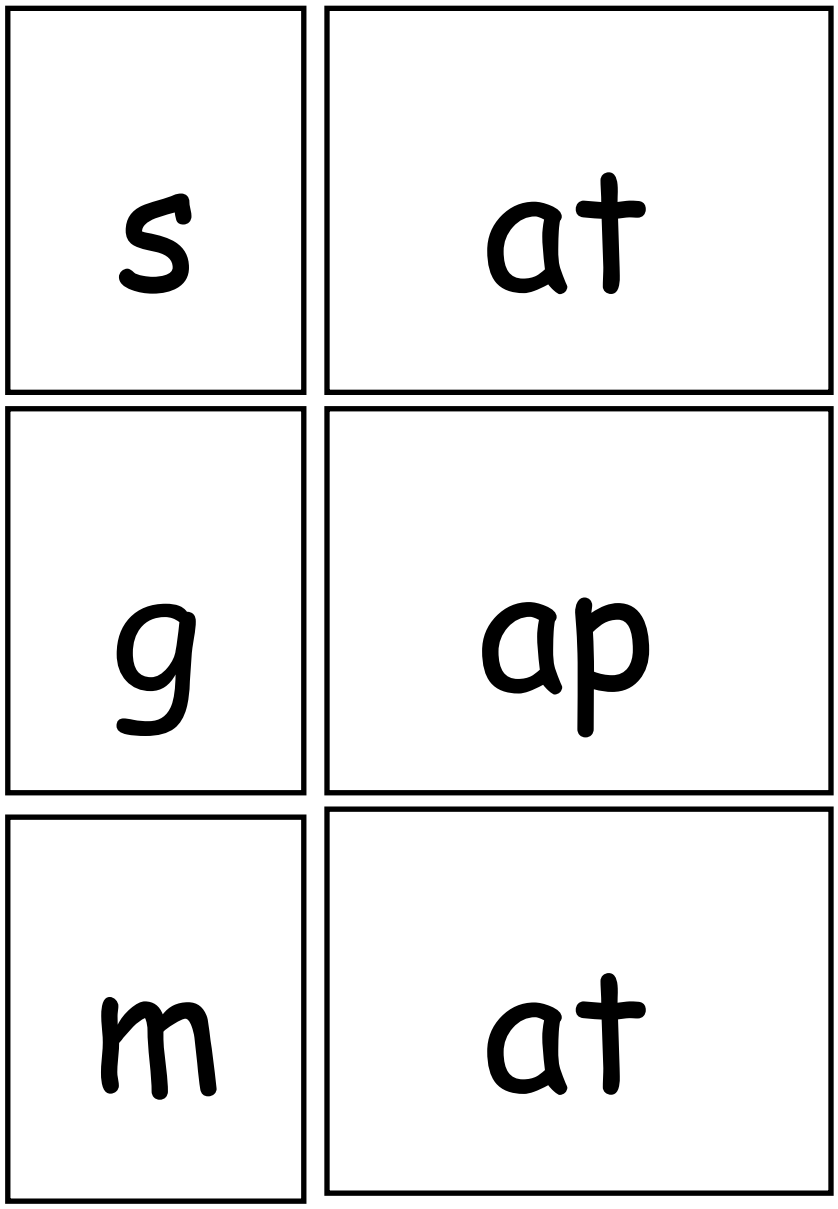
_____ mop _____sun _____pig _____cat _____bed

**3rd Nine Weeks Skills**

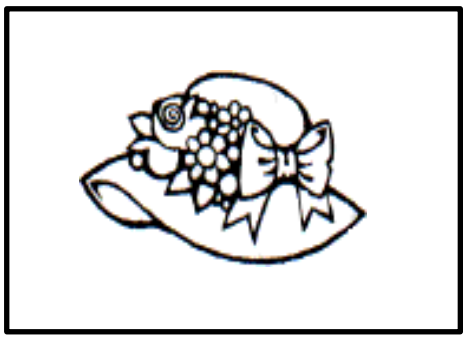
7._____**Blend/segment onsets and rimes.** *(Must do a. and b. of blend and segment for mastery)*

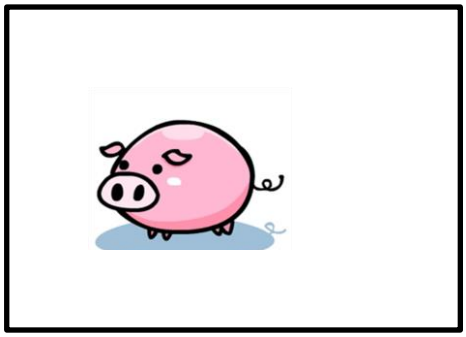
a. ____**Blend onsets and rimes** teacher will show the student the letter card and rime card to form the following words:

__ sat  __gap  __mat



b.__**Segment onsets and rimes**- TEACHERS will show the student the picture card (i.e. hat) to facilitate the student in identifying the picture. Once they have identified the picture, have students segment the word (onset/rime). The student will say /h/ /at/. Repeat the process with the picture of the pig and can.





**3rd Nine Weeks Skills cont.**

8. _____ **Identifies letter sounds:** The student will orally identify upper and lower-case letter sounds. The student must provide both the short and long sounds for the vowels e and u. When the student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" (100% accuracy without assistance or prompts)

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| H | E | F | R | B | L | K | U | G | W | X | V |
| h | e | f | r | b | l | k | u | g | w | X | v |

9. _____ **Writes the letter for each sound**: Teachers will call out the sounds for the letters?
h, e, f, r, b, l, k, u, g, w, x, v. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts)*

Teacher will say - "In the box write the letter that makes the /e/ sound, etc."

**/h/ /e/**(short and long) **/f/ /r / /b/ /l/ /k/ /u/**(short and long) **/g/ /w/ /x/ /v/**

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**3rd Nine Weeks Skills cont.**

10.____**Correctly forms uppercase letters**: The teacher will call out letters: H, E, F, R, B, L, K, U, G, W, X, V. Students will correctly form the uppercase letters in the boxes. *N0 Models –The order is teacher's choice*

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11. **___Correctly forms lower case letters:** The teacher will call out letters: h, e, f, r, b, l, k, u, g, w**, x, v.** Students will correctly form the lowercase letters in the boxes. *N0 Models –The order is teacher's choice.*

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**3rd Nine Weeks Skills cont.**

12. **_____Draw/dictate/write to state an opinion**: (use writing template below)

The students will use information gathered from Unit 6 week 2 to draw/dictate/write an opinion piece about weather.

Draw/dictate/write to give information or explain.

**_____Draw _____Dictate _____Write**

_____

_____

_____

_____

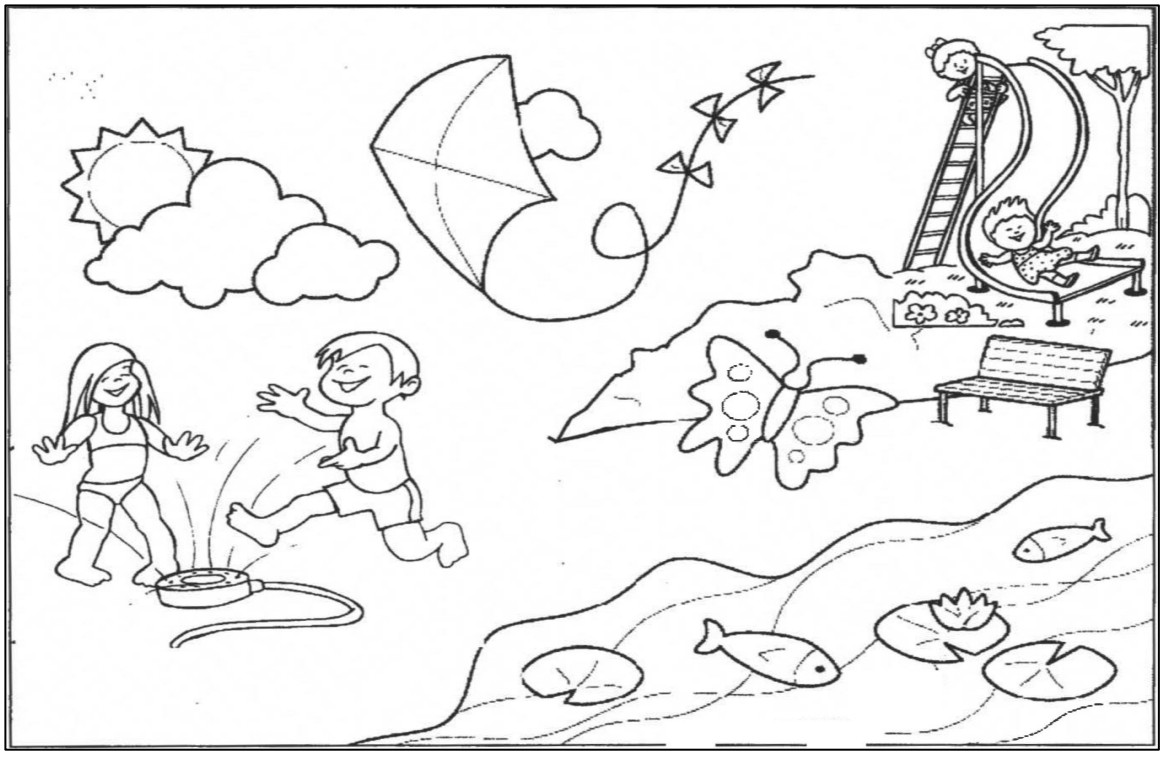
**3rd Nine Weeks Skills cont.**

**LANGUAGE**

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

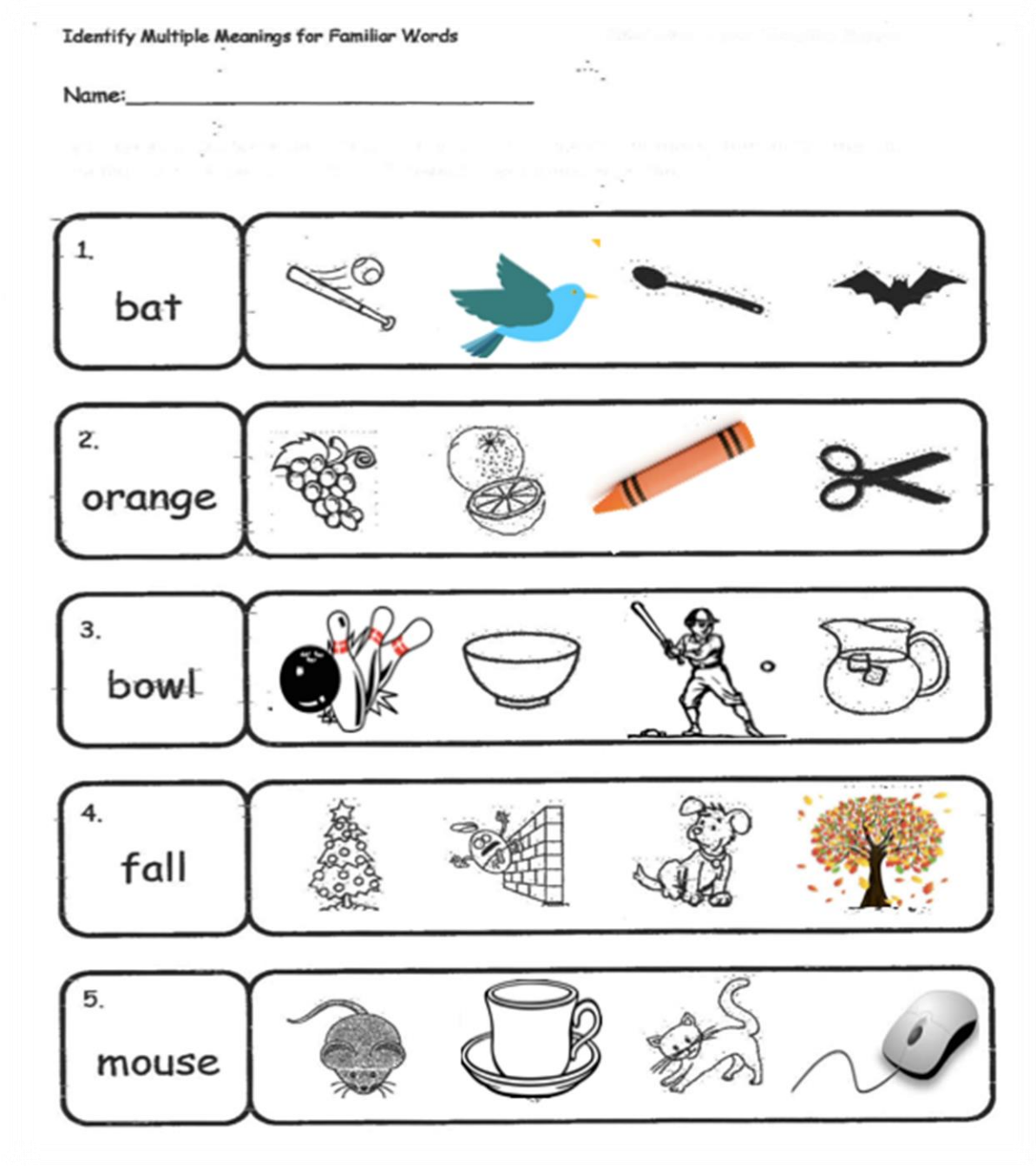
_____dog _____wish _____bat _____tip

14._____**Use verbs**. Students will identify verbs in the picture. (see below or p. 103)
Teacher will say: What do you notice the boy and girl doing in the picture?
Look at the picture again, can you identify two more verbs that are happening the picture?
Remember a verb is an action?



**3rd Nine Weeks Skills cont.**

15._____ **Identify multi-meanings** for familiar words. Show the students the pictures. (see below). The student will touch and say as many pictures in each row that match the word at the beginning of the line. (4 of 5 for mastery) No assistance or prompts.



**3rd Nine Weeks Skills cont.**

## Third Nine Weeks Sight Words

| | |
|---|---|
| I | can |
| the | we |
| see | a |
| like | to |
| and | go |
| you | do |
| my | are |

| | |
|---|---|
| with | he |
| is | little |
| she | was |
| for | have |
| of | they |
| said | want |

# Fourth Nine Weeks
# ELA Skills
## March 23, 2026 – May 21, 2026

- Identify story elements: plot
- Name ALL uppercase letters in random order
- Name ALL lowercase letters in random order
- Produce rhyming words
- Understand syllables
- Read sight words (36 of 40)
- Identify medial sounds
- Identify letter sounds (uppercase and lowercase) ( Jj, Qq (Qu), Yy, Zz)
- Write the letter for each sound ( Jj, Q, Yy, Zz)
- Write CVC words from dictation (blend/ segment phonemes)
- Writes uppercase letters (J, Q, Y, Z)
- Writes lowercase letters (j, q, y, z)
- Draw/dictate/write to tell a story
- Identify opposites
- Use adjectives
- Use pronouns
- Use prepositions when speaking and writing
- Use inflections and affixes

***In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.***

**4th Nine Weeks Skills**

**READING**

1. ____ **Identify story elements: plot.** The teacher will choose a story read in class. Student will be asked to name the plot from the story, including the **beginning, middle, end**. (100% accuracy without assistance or prompts)

**FOUNDATIONAL SKILLS**

2. ____**Recognize and name ALL uppercase letters in random order**: (use lettercards on pp. 97-100)

M A S P T I N C O D H E F R B L

K U G W X V J Q Y Z

3.____ **Recognize and name ALL lowercase letters in random order:** (use lettercards on pp. 97-100)

m a s p t i n c o d h e f r b l k

u g w x v j q y z

4. ____ **Produce Rhyming Words:** Teacher will ask: "What rhymes with cat?" Continue with fish, log, fan. The student will orally produce a word that rhymes. (100% accuracy without assistance or prompts)

_____cat ____fish _____ log _____fan

5. _____**Understand Syllables:** Teacher will say "How many syllables do you hear in pencil? Remember syllables are word parts like beats in a word." The student will count the syllable/beats for the word pencil. Repeat with calendar, rainbow, cap. (100% accuracy without assistance or prompts)

___pencil ____calendar ____rainbow ___cap

6. ____**Read sight words** (36 of 40) See pages 133-134.

____I ____can ____the ____we ____see ____a ____like

____to ____and ____go ____you ____do ____my ____are

____with ____he ____is ____little ____she ____was ____for

____have ____of ____they ____said ____want ____here ____me

____this ____what ____help ____too ____has ___play ____where

____look ____good ____who ____came ____does

7. ____**Identify medial sounds**. The teacher will call out the word. The teacher will say "the medial sound is the sound in the middle of the word. "The student will tell the medial sound using the list of words below. (100% accuracy without assistance or prompts)

_____ cat _____ pig _____sun _____ mop _____bed

**4th Nine Weeks Skills cont**

8. ____ **Identifies letter sounds:** Uppercase and lowercase. The student will orally identify letter sounds. (100% accuracy without assistance or prompts).

| | | | |
|---|---|---|---|
| J | Q | Y | Z |
| j | q | y | z |

9. ____ **Writes the letter for each sound**: Teachers will call out the sounds for the letters? x, v, j, q, y, z. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts)*

Teacher will say -ex. "In the box write the letter that makes the /j/ sound, etc."

**/j/ /q/ /y / /z/**

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|---|---|---|---|
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**4th Nine weeks skills cont.**

10. ____**Writes CVC words from dictation (blend/segment phonemes)**
The teacher will call out a word from the list below for student to write. (100% accuracy without assistance or prompts)

Teacher will say "Write the word hop". Continue with tag, pit, cut, red.

__hop __tag __pit __cut __red

11._____**Writes uppercase letters**: The teacher will call out letters: **J, Q, Y, Z.** Students will correctly form the uppercase letters in the boxes. *N0 Models –The order is teacher's choice.*

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|---|---|---|---|---|---|
| | | | | | |

12. _____ **Writes lowercase letters:** The teacher will call out letters: **j, q, y, z**. Students will correctly form the lowercase letters in the boxes. *N0 Models –The order is teacher's choice.*

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|---|---|---|---|---|---|
| | | | | | |

**4th Nine Weeks Skills cont.**

13. _____ **Draw/dictate/write to tell a story**: (use writing template below)

Teachers: Have the students draw/dictate/write to tell a story. Remind students that a story has a beginning, middle, and end. Encourage students to use first, next, then, last in their writing. (i.e. write about a chore you do at home, Unit 9 week 1 Wonders).

**_____Draw _____Dictate _____Write**

**4th Nine weeks skills cont.**

**LANGUAGE**

14. _____ **Identify Opposites:** Teacher: "I am going to say a word. Tell me what the opposite of the word would be. What is the opposite of big?" Continue with the word fast, inside, hot. (100% accuracy without assistance or prompts)

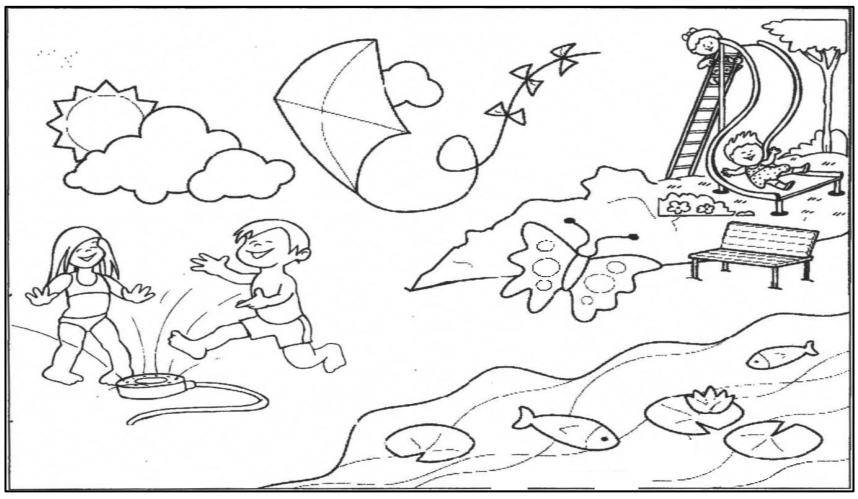
_____ big _____fast _____inside _____hot

15. _____ **Use adjectives.** Students will use adjectives to complete the sentence.
Teacher: "I'm going to say a sentence and you will fill in the missing adjective. Remember an adjective is a word that describes a noun."

I see a _____cat. *(Possible answers: little, big, red, etc)*
The _____ dog is hungry. *(Possible answers: little, big, red, etc)*
I love my _____pillow. *(Possible answers: soft, fluffy, etc)*

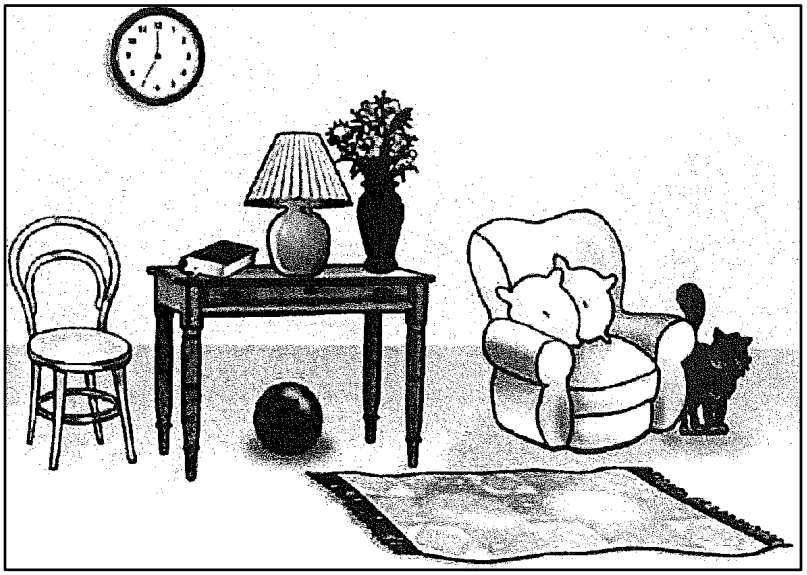
16. _____**Use pronouns.** The students will use the picture to identify pronouns. (see below)
Teacher will say: **"Look at the picture and point to the boy. What is the pronoun for a boy?"**
Continue with girl, butterfly, boy and girl.

____boy ___girl ___butterfly ___boy and girl



**4th Nine weeks skills cont.**

17. ____ **Use prepositions when speaking or writing.** The teacher will ask the students to complete the following phrases orally using prepositions. Remember prepositions are position words. (4 out of 5 without assistance or prompts)



Teachers will ask:
The clock is _____ the table. (over)
The ball is _____ the table. (under)
The cat is _____the chair (beside)
The lamp is _____ the table (on)
The flowers are ___ in vase. (inside)

18. ____Use inflections **and affixes**. Teacher asks students to complete the following phrases:

**"Today I jump. Yesterday I _____."** (jumped)
**"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)

## Fourth Nine Weeks Sight Words

| | | |
|---|---|---|
| I | can | the |
| we | see | a |
| like | to | and |
| go | you | do |
| my | are | with |
| he | is | little |
| she | was | for |
| have | of | they |
| said | want | here |
| me | this | what |
| help | too | has |

| | | |
|---|---|---|
| play | where | look |
| good | who | came |
| does | | |