**Kindergarten Summative Assessments**

**Counts, reads and writes numbers**

Rote Counting: Ask the student to rote count by ones.

|  |  |  |
| --- | --- | --- |
| **In December the standard is 0-30**  Ones:  Tens: | **In March the standard is 0-100**  Ones:  Tens: | **In June the standard is 0-120**  Ones:  Tens: |

Writes numbers: Students will complete attached sheet to demonstrate representing numbers 0- 10/20 with a written number.

|  |  |  |
| --- | --- | --- |
| **In December the progress report does not require written representation, however, see attached sheet 0-5.**  Use handwriting form from **U1 L28 A2 S1** (Part 1: numerals 0-5)  \_\_\_\_/ 5 correctly | **In March the standard is 0-10**  Use handwriting form from **U1L28 A2 S1** (part 1 and 2: numerals 0-10)  Student was able to write  \_\_\_\_/10 correctly | **In June the standard is 0-20**  Use handwriting form from **U3 L20 A1** (part 3: numerals 0-20)  Student was able to write  \_\_\_/ 20 correctly |

**Represents and compares numbers**

|  |  |  |
| --- | --- | --- |
| **In December the standard is to compare 10 or fewer objects using greater than, less than and equal to. Students will consistently compare two numbers 0 to 10 presented as written numbers.**  Use Assessment 1 from Unit 1as data for the progress report. Re-assess if needed closer to the end of the marking period. | **In March the standard is to compare 20 or fewer objects using greater than, less than and equal to. Students will consistently compare two numbers 0 to 20 presented in written form.**  More/less comparing:  \_\_\_\_\_/5 correct  Identifies the numerals:  \_\_\_\_/5 correct | **In June the standard is to compare 30 or fewer objects using greater than, less than and equal to. Students will consistently compare two numbers 0 to 30 presented in written form.**  More/less comparing:  \_\_\_\_\_/5 correct  Identifies the numerals:  \_\_\_\_/5 correct |

**Describes, compares and creates geometric shapes**

|  |  |  |
| --- | --- | --- |
| **In December the standard is for students to identify 2-D and 3-D shapes and describe their similarities, differences and other attributes.**  Use the form from **Unit** **2 L21 T1** for 2-D shapes and use real blocks for 3-D shape identification. Use the recording sheet included in the unit and Lesson 21 for directions.  **Shape Identification**  2-D shapes:  \_\_\_\_/ 7 correct  3-D shapes:  \_\_\_/5 correct | **In March the standard is for students to identify 2-D and 3-D shapes and describe their similarities, differences and other attributes.**  Use the form from **Unit 2 L21 T1** for 2-D shapes and use real blocks for 3-D shape identification. Use the recording sheet included in the unit and Lesson 21 for directions.  **Shape Identification**  2-D shapes:  \_\_\_\_/ 7 correct  3-D shapes:  \_\_\_/5 correct | **In June the standard is for students to identify 2-D and 3-D shapes and describe their similarities, differences and other attributes.**  Use the form from Unit **2 L21 T1** for 2-D shapes and use real blocks for 3-D shape identification. Use the recording sheet included in the unit and Lesson 21 for directions.  **Shape Identification**  2-D shapes:  \_\_\_\_/ 7 correct  3-D shapes:  \_\_\_/5 correct |

**Adds and subtracts within 5 with automaticity**

|  |  |  |
| --- | --- | --- |
| **N/A** | **The standard in March is for students to add and subtract within 5.**  Use the form from **U5 L10 S1**  **\_\_\_\_/14 Correct** | **The standard in June is for students to add and subtract within 5.**  Use the form from **U5 L10 S1** for students that are still developing this concept.  Use the new addition/subtraction form for students that have developed this concept.  **\_\_\_\_/16** |

**Understands Addition as putting together and subtraction as taking apart**

Solving word problems

|  |  |  |
| --- | --- | --- |
| **N/A** | **In March the students will consistently solve addition and subtraction word problems to 5.**  Use the summative assessment forms for this standard.  **\_\_\_\_/ 4** | **In June students will consistently represent addition and subtraction word problems with objects, fingers, drawings or equations to 10.**  Use the summative assessment forms for this standard.  **\_\_\_/ 4** |

Decomposing numbers less than or equal to ten

|  |  |  |
| --- | --- | --- |
| **N/A** | **In March the students will consistently decompose numbers less than or equal to 10 in more than one way using objects.**  Use the summative assessment forms for this standard.  **\_\_\_\_ / 7** | **In June the students will consistently decompose numbers less than or equal to 10 in more than one way using objects.**  Use the summative assessment forms for this standard.  **\_\_\_\_ / 9** |

**Describes and compares measurable attributes of objects**

|  |  |  |
| --- | --- | --- |
| **N/A** | **N/A** | **In June students will consistently sort and compare objects with measurable attributes in common using more than, less than and equal to and describe the difference using comparative words like taller and shorter.**  Use the forms from unit 7  **U7 L3 S1**  **\_\_\_/ 3**  **U7 L3 S2**  **\_\_\_ / 3** |