

Name: \_\_\_\_\_

# Kindergarten Assessment

## Language Arts



1	2
3	4

K.RL.1. With prompting and support, answers questions about key details (characters, setting, major events) in a text.

Tester: Place a familiar story in front of the student.

- A. Who is one character in this story?
- B. What is the setting in this story?
- C. What happens in this story?


1	2
3	4

K.RL.2. With prompting and support, retells familiar stories.

Tester: Place a familiar story in front of the student.

- A. What happens in the beginning of the story?
- B. What happens in the middle of the story?
- C. What happens at the end of the story?


1	2
3	4

K.RL.3. Identifies characters and setting in a story.

Tester: Place a familiar story in front of the student.

- A. What is a character?
- B. Who is one character in this story?
- C. What does setting mean?
- D. What is the setting in this story?


1	2
3	4

K.RL.4. With prompting and support, asks and answers questions about unknown words in text.

Tester: Read Page 15 of "Wonderful Worms" (or excerpt from other nonfiction picture book containing an unfamiliar word).

- A. What does the word (soil) mean?
- B. Point to the (soil) in the picture.


1	2
3	4

K.RL.5A. Identifies the parts of a book.

<input type="checkbox"/>
<input type="checkbox"/>

Identifies front cover

Identifies back cover

<input type="checkbox"/>
<input type="checkbox"/>

Identifies cover page

Holds book correctly

1	2
3	4

K.RL.5B. Identifies common types of texts.

Tester: Place a fiction book, nonfiction book, and poem on table and prompt the child to point to the following:

☐

Fiction Story

☐

Nonfiction Book

☐

Poem

1	2
3	4

K.RL.6. Identifies the role of a text's author and illustrator.

☐

Author

☐

Illustrator

1	2
3	4

K.RL.7. With prompting and support, identifies the relationship between illustrations and text.

Which picture best matches the sentence below? Why?

☐

The cat is on the bed.

1	2
3	4

K.RL.8. With prompting and support, identifies reasons an author gives to support points in a text.

Tester: Place "Wonderful Worms" (or other nonfiction) on table. What is one reason the author thinks (worms are wonderful)? Show me that part in the book.

☐

1	2
3	4

K.RL.9. With prompting, compares and contrasts familiar stories.

Tester: Place "Three Little Pigs" and "The Three Bears" on table.

A. What is the same about these two stories?

B. What is different about these two stories?

<input type="checkbox"/>
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1	2
3	4

K.RL.10. Actively engages in group reading activities with purpose and understanding. (Observation)

☐

1	2
3	4

K.RF.1A-C. Tracks print from top to bottom and left to right.

Tester: Place a decodable book in front of the child.

A. Can you show me where to begin reading?

B. Point to the words as I read.

<input type="checkbox"/>
<input type="checkbox"/>

1	2
3	4

K.RF.1D. Recognizes uppercase and lowercase letters.

K.RF.3A-B. Associates sounds with letters taught.

<input type="checkbox"/>
<input type="checkbox"/>

M	S	R	T	P	C	A	N	D	G	F	I	L
H	B	K	O	W	X	V	J	E	Y	Z	Q	U

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

1	2
3	4

K.RF.2A. Identifies rhyming words and generates new rhymes.

A. I am going to read some words. Tell me if the words rhyme:

☐ cat, hat

☐ pig, bed

☐ sun, fun

B. Tell me a word that rhymes with:

☐ bat \_\_\_\_\_

☐ pin \_\_\_\_\_

☐ sip \_\_\_\_\_

1	2
3	4

K.RF.2B. Counts, pronounces, blends, and segments syllables.

A. Let's clap the syllables in the words. Tell me how many syllables.

☐ popcorn (2)

☐ juice (1)

☐ cucumber (3)

B. Blend these parts together to make a word.

☐ ba-na-na

☐ to-ma-to

☐ do-nut

1	2
3	4

K.RF.2.C-E. Isolates, blends, and pronounces phonemes in words.

A. Listen to the sounds and blend them to make a word:

☐

/f/ /o/ /x/

☐

/t/ /a/ /p/

☐

/p/ /i/ /g/

B. Listen to the words and tell me all the sounds you hear:

☐

cat

☐

fun

☐

bed

1	2
3	4

K.RF.3C. Reads grade level high-frequency words by sight. ☐

Tester: Provide a list of sight words for the student to read.

1	2
3	4

K.RF.4. Reads emergent texts with purpose and understanding.

Tester: Place a decodable book in front of the child.

A. Read this story to me. Point to the words as you read. ☐

B. What happened in the story? Tell me what you remember. ☐

1	2
3	4

K.W.1. Uses a combination of drawing, dictating, and writing to tell the title and topic of a book and state an opinion about it.

Tester: Place "Three Little Pigs" and "The Three Bears" on table.

A. Which of these books is your favorite? Why? ☐

B. What is the title of this book? ☐

C. What is this book about? ☐

D. Draw and write about your favorite book (e.g. "I like..."). ☐

1	2
3	4

K.W.2-3. Uses drawing, dictating, and writing to create informative texts and narratives (Writing Sample). ☐

1	2
3	4

K.W.5. With support, edits and adds details to writing in response to suggestions (Writing Sample). ☐

1	2
3	4

K.W.6. With support, explores digital tools to publish writing (Observation/Writing Sample). ☐

1	2
3	4

K.W.7. Participates in group research and writing projects (Observation).

☐

1	2
3	4

K.W.8. With prompting, recalls information from experiences or gathers information from sources to answer questions.

Tester: Point to the book "Wonderful Worms."

A. What do worms like to eat?

B. Where do worms live? Where do you find them?

<input type="checkbox"/>
<input type="checkbox"/>

1	2
3	4

K.SL.1. Participates in large and small group conversations about books and other kindergarten topics (Observation).

☐

1	2
3	4

K.SL.2. Confirms understanding of texts read aloud by asking and answering questions (Observation).

☐

1	2
3	4

K.SL.3. Asks and answers questions to seek help, gather information, or clarify something (Observation).

☐

1	2
3	4

K.SL.4. Describes familiar people, places, things, and events.

Tester: Show Photograph A (Grocery Store).

A. Who is this? (Tester points to mom/dad)

B. Where is this family?

C. What are they buying?

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<input type="checkbox"/>
<input type="checkbox"/>

Tester: Show Photograph B (Birthday Party).

D. What is happening in this picture?

E. What happens at a birthday party?

F. What is this? (Tester points to cake)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1	2
3	4

K.SL.5. Adds to drawings to provide additional detail (Observation/Writing Sample).

☐

1	2
3	4

K.SL.6. Expresses ideas in complete sentences that are audible and understandable (Observation).

☐

1	2
3	4

K.L.1. Uses conventions of standard English when speaking or writing, including nouns, verbs, plurals, question words, and prepositions (Observation/Writing Sample).

☐

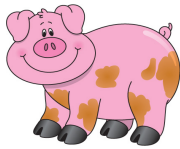
1	2
3	4

K.L.2A-B. Uses grade-appropriate conventions of grammar, including capitalization and punctuation (Writing Sample).

☐

1	2
3	4

K.L.2C-D. Spells simple words phonetically, drawing on knowledge of letter-sound relationships.

☐



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1	2
3	4

K.L.5A. Sorts common objects into categories.

Cross out the object that does not belong. Tell me why.

☐


1	2
3	4

K.L.5B. Demonstrates understanding of frequently occurring words by naming their antonyms.

I'm going to say a word. You tell me the word that is opposite.

☐ dark \_\_\_\_\_ ☐ big \_\_\_\_\_ ☐ hot \_\_\_\_\_

1	2
3	4

K.L.5C-D. Identifies real-life connections between words and acts out meanings of similar words.

These words mean almost the same thing but they are a little bit different. Use your body to act out the words.

☐ walk

☐ march

☐ tiptoe

# Math



1	2
3	4

K.CC.1. Counts to 100 by ones and by tens.

A. Start at one and count as high as you can for me.

B. Count by tens as high as you can for me.

1	2
3	4

K.CC.2. Counts forward beginning from a number other than one.

I'm going to say a number. You keep on counting.

☐ Four...

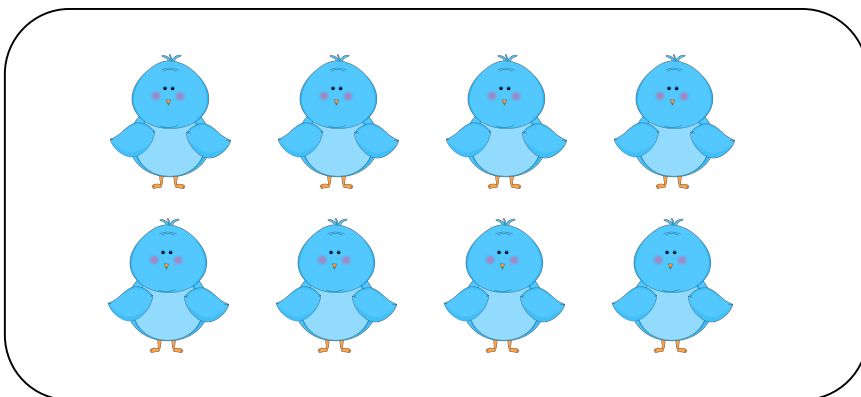
☐ Thirteen...

☐ Twenty-One...

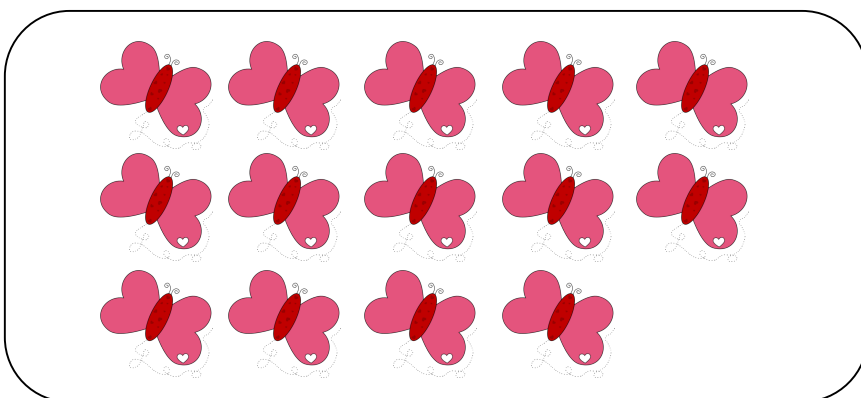
1	2
3	4

K.CC.3. Writes numbers from 0 to 20. Represents a number of objects with a written numeral.

A. How many birds are there in the box? Write the number.



B. How many butterflies are there? Write the number.



1	2
3	4

K.CC.4. Understands the relationship between numbers and quantities.

Tester: Provide at least 10 cubes and Page A (Counting Mat).

A. Place 8 cubes in the box. How many cubes are there?

B. Add one more cube. Now how many cubes are there?


1	2
3	4

K.CC.5. Given a number from 1-20, counts out that many objects.

Tester: Provide at least 20 cubes and Page A (Counting Mat).

A. Count 10 cubes and place them in the box.

B. Count 20 cubes and place them in the box.


1	2
3	4

K.CC.6. Identifies whether the number of objects in one group is greater than, less than, or equal to the number in another group.

Tester: Display Page B (Comparing Objects).

For each one, ask: Which group has more? Which has fewer?

☐

A

☐

B

☐

C

☐

D

1	2
3	4

K.CC.7. Compares two written numerals between one and ten.

Tester: Display Page C (Comparing Numbers).

For each one, ask: Which number is greater? Which is less?

☐

A

☐

B

☐

C

☐

D

1	2
3	4

K.NBT.1. Shows that numbers from 11-19 represent a group of ten and leftover ones.

Tester: Place a group of ten and ten ones on table. (e.g. bean sticks).

A. Use these tens and ones to make 14.

B. Use these tens and ones to make 17.




1	2
3	4

K.OA.1-2. Represents addition and subtraction in a variety of ways.

Tester: Provide bear counters and Page D (Park Workmat).

A. 2 bears were playing at the park. Then 3 more bears came. How many bears are there altogether at the park?

☐

B. 6 bears were playing at the park. 3 bears went home. How many bears are left at the park?

☐

1	2
3	4

K.OA.3. Decomposes (breaks apart) numbers in a variety of ways.

Tester: Provide a train of five linking cubes.

Break these cubes into two groups. How many are in each group? How many altogether? Write the number sentence.

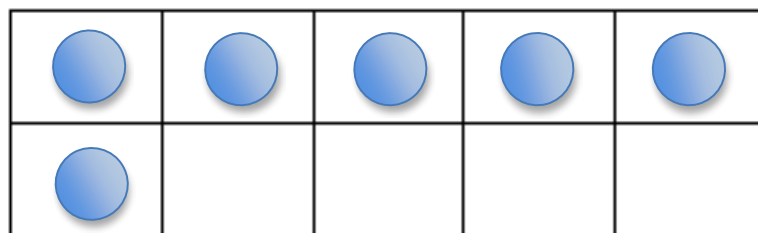
☐

$$\square + \square = 5$$

1	2
3	4

K.OA.4. Finds the number that makes ten when added to a given number and records the answer with a drawing.

How many circles are there? How many more do you need to make ten? Draw the circles, then write it.

☐


$$6 + \square = 10$$

1	2
3	4

K.OA.5. Fluently adds and subtracts within one to five.

I'm going to read some addition and subtraction problems. You tell me the answers. You can use your fingers or cubes to help you.

3 + 1

2 + 2

2 + 3

5 - 3

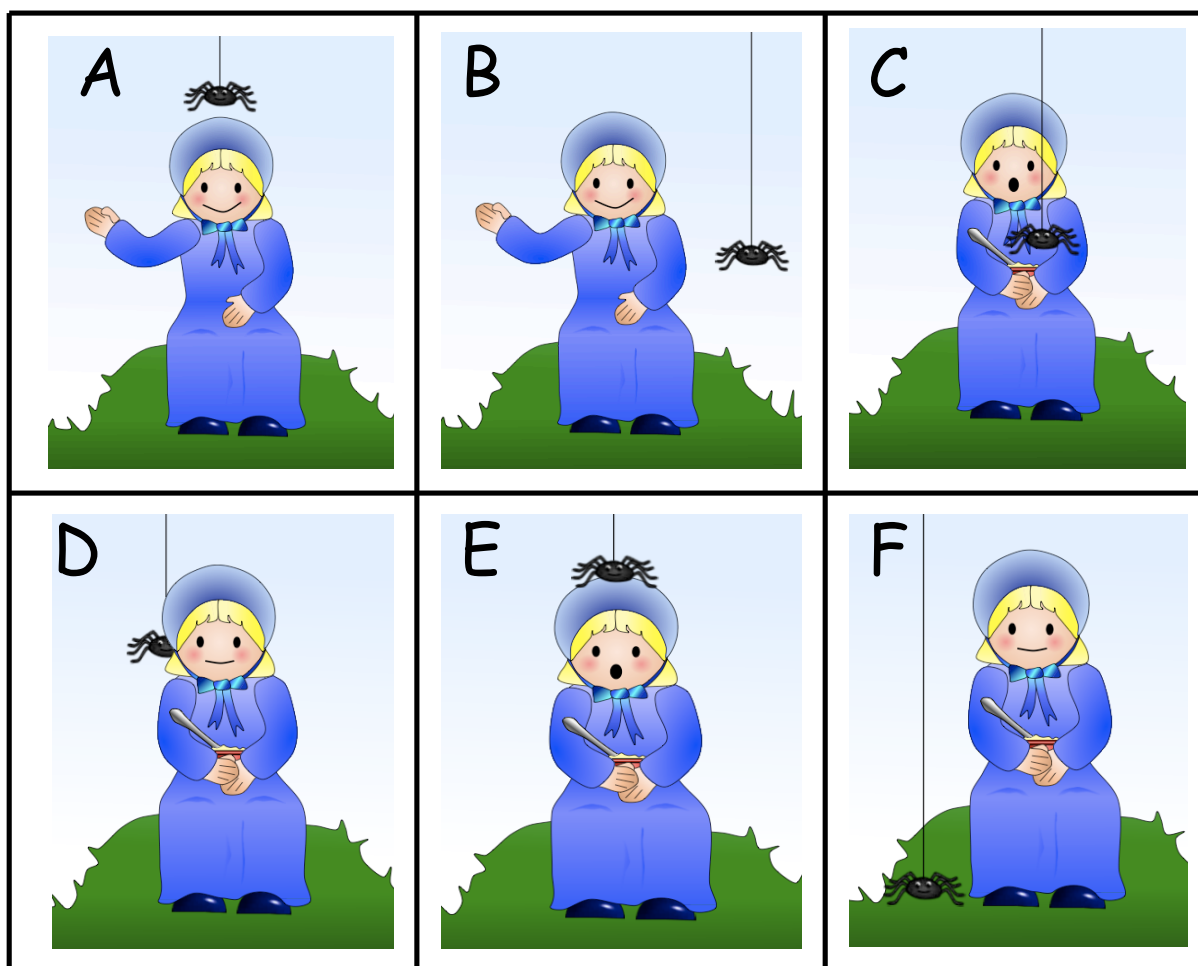
3 - 2

4 - 1

1	2
3	4

K.G.1. Describes positions of objects using terms such as above, below, beside, in front, next to, and behind.

- Is the spider above or below Miss Muffet?
- Is the spider next to or behind Miss Muffet?
- Is the spider below or in front of Miss Muffet?
- Is the spider above or behind Miss Muffet?
- Is Miss Muffet next to or below the spider?
- Is the spider beside or behind Miss Muffet?

1	2
3	4

K.G.2. Correctly names shapes regardless of orientation or size.



1	2
3	4

K.G.3. Identifies shapes as flat or solid.

A. Is this a flat shape or a solid shape? (Point to cube)

B. Is this a flat shape or a solid shape? (Point to square)


1	2
3	4

K.G.4A. Analyzes, describes, and compares 2-dimensional shapes.

Tester: Show Page E (Shapes). For each shape, ask:

Tell me about this shape. How many sides/corners are there?

☐ Square    ☐ Triangle    ☐ Rectangle    ☐ Circle

1	2
3	4

K.G.4B. Analyzes, describes, and compares 3-dimensional shapes.

Tester: Hold up each solid shape as you ask:

What shape is this? Tell me about this shape. Does it have flat faces or curved surfaces?

☐ Sphere    ☐ Cylinder    ☐ Cube    ☐ Cone

1	2
3	4

K.G.5. Models shapes in the world by building shapes.

Tester: Provide straws or popsicle sticks and prompt the child to create the following shapes:

☐ Square    ☐ Diamond    ☐ Triangle    ☐ Rectangle

1	2
3	4

K.G.6. Combines simple shapes to form larger shapes.

Tester: Provide plane shapes (squares, rectangles, triangles).

A. Can you use rectangles to make a square?

B. Can you use triangles to make a diamond?

C. Can you use squares to make a rectangle?


1	2
3	4

K.MD.1. Describes measurable attributes of objects, such as length or weight.

Tester: Place a handful of cubes on the table.

Use cubes to measure the pencil. How long is the pencil?



1	2
3	4

K.MD.2. Compares two objects to decide which object has more or less of a common attribute (e.g. length, weight).

- A. Which animal is heavier? Which animal is lighter?  
B. Which animal is taller? Which animal is shorter?



1	2
3	4

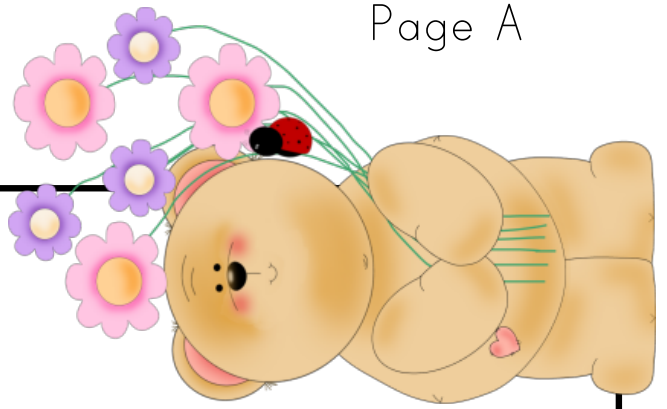
K.MD.3. Classifies objects into given categories and counts the number of objects in each category.

Tester: Place 10-12 attribute blocks on the table.

- A. Sort these blocks by **shape**.  
B. Tester says: How many (shape) blocks are there?  
  
C. Sort these blocks by **color**.  
D. How many (color) blocks are there?  
  
E. Sort these blocks by **size**.  
F. How many (size) blocks are there?

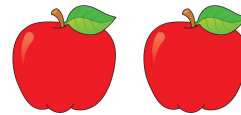
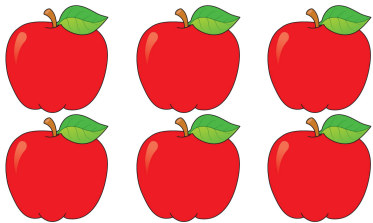
# Counting Mat

Page A



# Comparing Objects

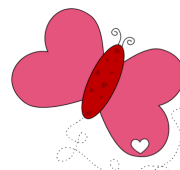
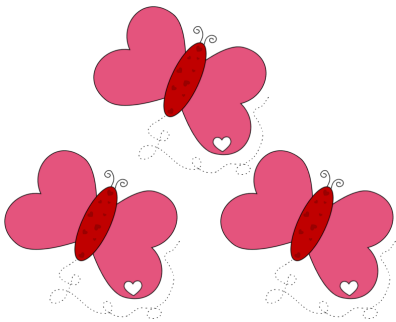
A



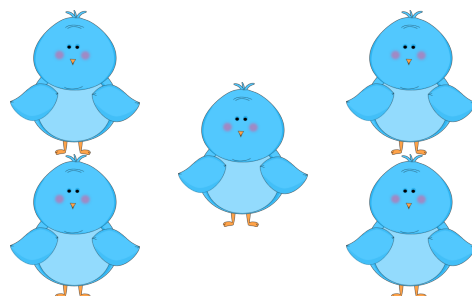
B



C



D



# Comparing Numbers

A

5

1

B

3

8

C

6

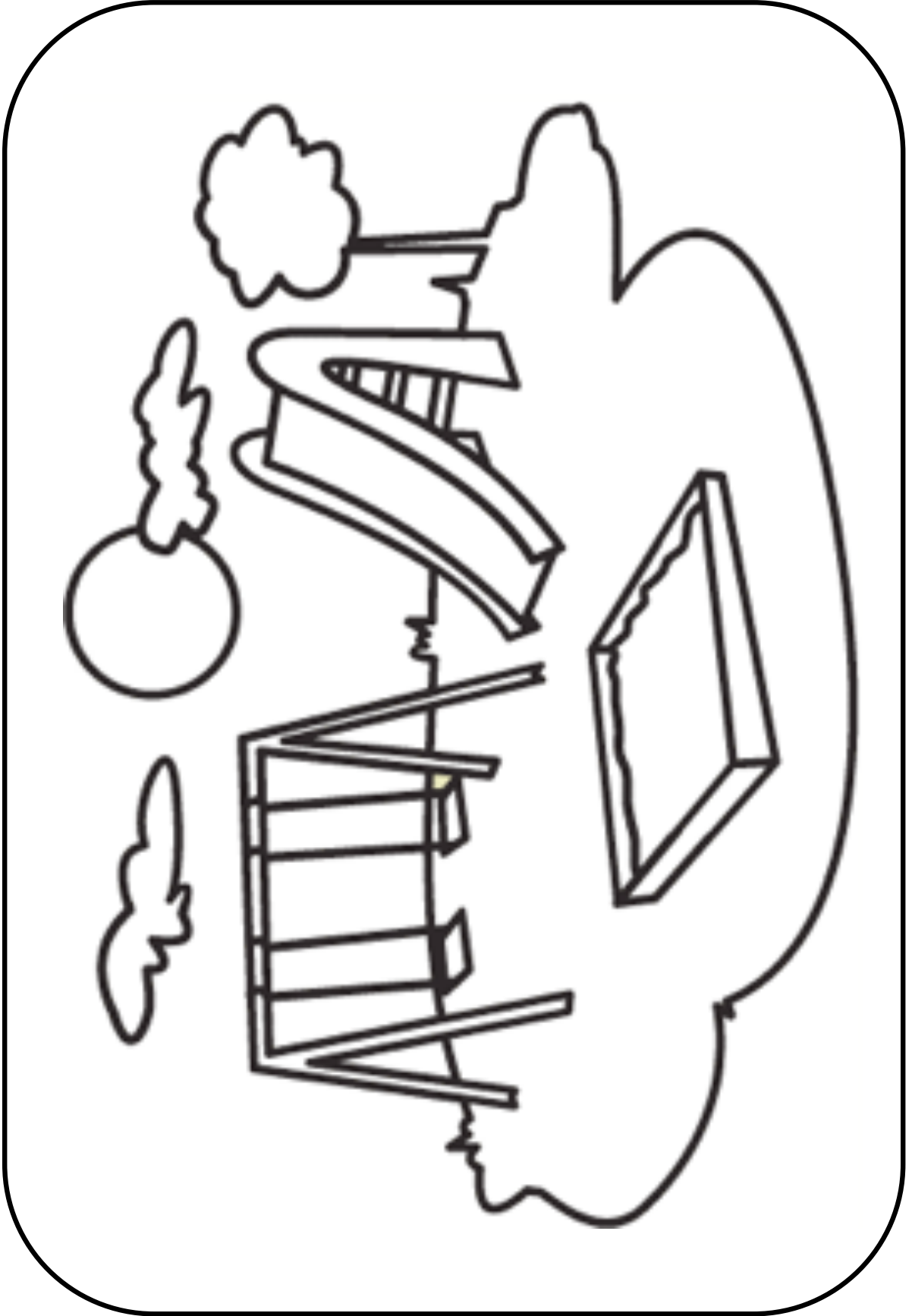
2

D

4

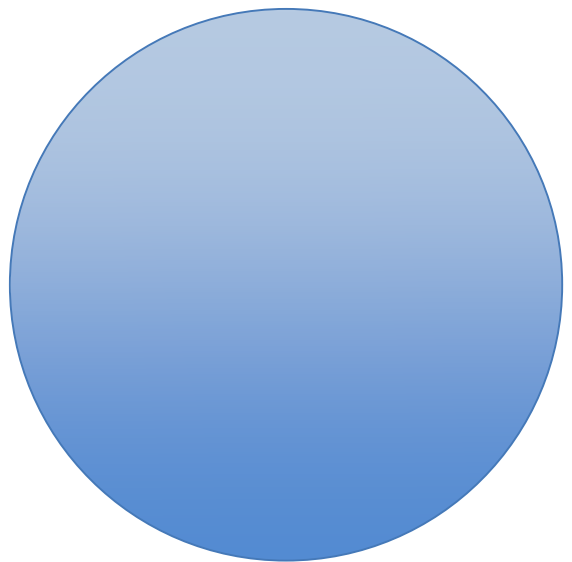
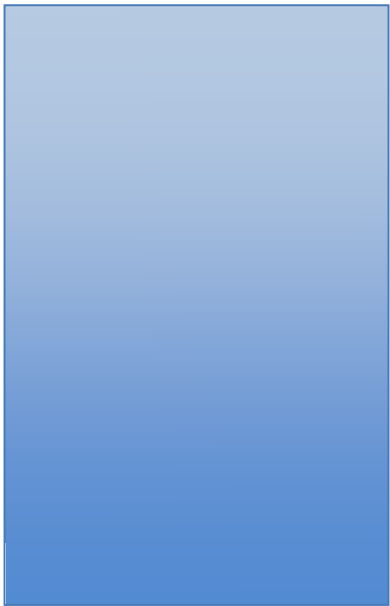
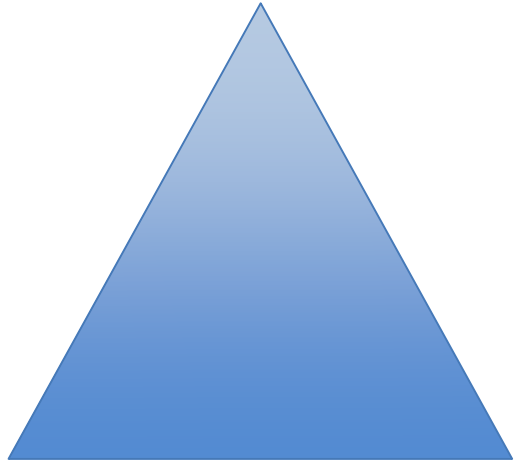
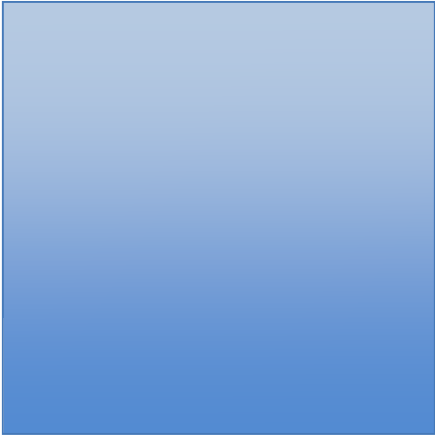
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# Park Workmat





# Shapes





# Common Core Assessment Materials

## Language Arts:

- Three Familiar Storybooks (K.RL.1 – K.RL.5A)
- Fiction Book, Nonfiction Book, Poem (K.RL.5B)
- “Wonderful Worms” (or other nonfiction) (K.RL.4, K.RL.8, K.W.8)
- “The Three Bears” and “Three Little Pigs” (K.RL.9, K.W.1)
- Decodable Book (K.RF.1, K.RF.4)
- List of Sight Words (K.RF.3C)
- Writing Samples (K.W.2 – K.W.7, K.SL.5, K.L.1 – K.L.2)
- Attachment Page: Photographs A-B (K.SL.4)



## Math:

- Linking Cubes (K.CC.4, K.CC.5, K.OA.3, K.OA.5, K.MD.1)
- Set of Ten and Ten Ones (e.g. bean sticks, straws, or sticks rubber banded together) (K.NBT.1)
- Bear Counters (K.OA.1 – K.OA.2)
- Solid Shapes: Sphere, Cylinder, Cube, Cone (K.G.3, K.G.4B)
- Straws or Sticks (K.G.5)
- Plane Shapes: Squares, Rectangles, Triangles (K.G.6)
- Attribute Blocks: Various Shapes, Sizes, and Colors (K.MD.3)
- Attachment Pages A-E (Included)