

Kindergarten Yearlong Skills Assessment: Instructions to the Teacher

Overview

Three times during the school year, starting in October, teachers conduct an individual interview with each student. The interview tasks address key kindergarten numeracy and computation skills that are difficult, if not impossible, to assess in any form other than individual interview. While some of the tasks vary from one assessment period to the next, the instructions in this document remain the same throughout the year.

Timing

- Fall: October & November
- Winter: February & March
- Spring: April & May

Skills

- counting by ones forward from 1 to 100 and backward from any number in the range of 10 to 1
- reading numerals aloud from 0 to 31.
- fluently composing and decomposing numbers to 5
- ordering numerals from 1 to 10 (winter & spring only)
- counting objects in a set of up to 20
- comparing two sets of up to 10 objects each
- describing a number from 1 to 9 using 5 as a benchmark number
- copying, extending, describing, and creating simple repetitive patterns
- modeling addition by joining sets of objects that have 10 or fewer total objects when joined and modeling subtraction by separating a set of 10 or fewer objects (winter & spring only)
- describing a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers
- identifying, naming, and describing circles, triangles, rectangles, squares (as special rectangles), cubes, and spheres.
- sorting shapes using a sorting rule and explaining the sorting rule

You'll need

- Kindergarten Yearlong Skills Assessment Record Sheet, sheets 1–7 (run 1 copy of the 7 sheets for each student; you will use the same sheets throughout the entire school year)
- Kindergarten Yearlong Skills Assessment Class Checklist (run several copies; you will use the same copies of the checklist through the entire school year)
- Numeral Cards (run 1 copy of the cards that appear at the end of this document on a piece of cardstock; cut the cards apart and laminate if desired)
- 31 index cards, with one numeral written on each, 0–31
- 30 Unifix cubes
- 9 Shapes Sorting Cards (from the K Bridges Kit, or run a copy of the sheet included at the end of these instructions)
- container of pattern blocks with about 8 of each shape
- Ocean and Pond story boards (run 1 copy of each of the story board sheets found at the end of these instructions; needed for Winter & Spring interviews only)
- 10 sea creatures and 10 frogs (from the K Bridges kit; needed for Winter & Spring interviews only)

Kindergarten Yearlong Skills Assessment: Introduction

The Kindergarten Yearlong Skills Assessment includes 10 interview tasks. Each task is described on the Assessment Record Sheet, accompanied by a list of materials, prompts, notes, and boxes in which to record a student's responses through the year. In some cases, such as the example shown below, the task remains the same throughout the year. Once students have reached the target stated on the sheet, there is no need to retest them. For example, a few of your students may already be able to rote count forward by 1's to 100 in September. You will mark this on the Record Sheet in the Fall box directly below the task. When you conduct the interview with the same student in the winter, you will not administer this task again unless you are concerned that the child may not have retained the same skill level. For many students, however, you will need to re-visit the task during all three assessment periods because the target reflects a degree of proficiency most children don't reach until later in the school year.

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 1 of 7			
Student's Name _____		Assessment Dates _____	
	Fall	Winter	Spring
You will need:			
<ul style="list-style-type: none"> • 31 index cards, with one numeral written on each, 0 through 31 • 20 Unifix cubes • 9 shape sorting cards from the Bridges Kit • container of pattern blocks with about 8 of each shape • Story Boards (see attached BL's) • 10 sea creatures & 10 frogs 			
Task 1: Rote Counting to 100			
Prompt A: <i>How high do you think you can count?</i> Prompt B: <i>Please start at 1 and count for me.</i>		Notes: • If the student stops counting before he/she reaches 100 ask, "Can you keep going?" • Record the last number counted correctly. • Stop the student when he/she reaches 100.	
Fall	Winter	Spring	
Student's prediction about how high he/she can count: _____ Student counts by rote accurately to _____ Comments:	Student's prediction about how high he/she can count: _____ Student counts by rote accurately to _____ Comments:	Student's prediction about how high he/she can count: _____ Student counts by rote accurately to _____ Comments:	

While many of the tasks remain the same throughout the year, some change to reflect growing skill levels among kindergartners. Task 2, shown below, asks students read numerals to 10 in the fall. In the winter, children are asked to read numerals through 20 and place the numerals 0–10 in order. The same tasks are repeated in the spring, but students are asked to read numerals through 31.

Task 2: Reading Numerals to 31/Ordering Numerals 0 – 10		
Show student the numeral cards one by one in random order. Ask him/her to name the numeral on each card.		Notes: • Recheck numerals 0 – 10 in the winter as needed, and numerals 0 – 20 in the spring as needed. • After you have checked numerals 11 – 20 in the winter and done any rechecking needed on numerals 0 – 10, set out the numerals 0 – 10 in random order, and ask the student to put the numbers in order, starting with 0. Recheck this in the spring if necessary.
Fall	Winter	Spring
Numerals 0 – 10 Circle correct responses: 0 1 2 3 4 5 6 7 8 9 10	Numerals 11 – 20 Circle correct responses: 11 12 13 14 15 16 17 18 19 20 Recheck & circle correct responses as needed 0 1 2 3 4 5 6 7 8 9 10 Student (circle one) is able to is not able to place the numerals 0 – 10 in correct order.	Numerals 21 – 31 Circle correct responses: 21 22 23 24 25 26 27 28 29 30 31 Recheck (if needed) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Student (circle one) is able to is not able to place the numerals 0 – 10 in correct order.

Interview task 10, which involves solving and posing story problems (shown below) is only conducted during the winter, and spring, as it is not appropriate for most kindergartners in the fall.

Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 7 of 7 Student's Name	
Task 10: Modeling and Telling Addition & Subtraction Problems (WINTER AND SPRING ONLY)	
Show student the storyboard and the counters (ocean & sea creatures in the winter; pond & frogs in the spring). Spend a minute discussing the board and the counters with the student. Allow him/her to move the counters around the board.	
Pose each of the problems below. Ask student to use the storyboard and counters to model and solve each problem. Record student's responses.	
Winter	Spring
<p>1. There were 4 sea creatures swimming around in the ocean. 3 more sea creatures came along. How many sea creatures were there in all?</p> <p>___ Student models and solves accurately.</p> <p>2. There were 8 sea creatures swimming in the ocean. Then 5 of the sea creatures got scared and swam away. How many sea creatures were left?</p> <p>___ Student models and solves accurately.</p> <p>3. Use the storyboard and creatures to tell an adding story. Student's response:</p> <p>4. Use the storyboard and creatures to tell a subtracting story. Student's response:</p>	<p>1. There were 5 frogs having fun in the pond. 3 more frogs came along and jumped in. How many frogs are there in the pond now?</p> <p>___ Student models and solves accurately.</p> <p>2. Seven frogs were playing in the pond. Four of them had to go home. How many frogs were left in the pond?</p> <p>___ Student models and solves accurately.</p> <p>3. Use the storyboard and frogs to tell an adding story. Student's response:</p> <p>4. Use the storyboard and frogs to tell a subtracting story. Student's response:</p>

Yearlong Skills Assessment: Tracking the Class as a Whole

A class checklist has been included so you can record and track students' progress over the course of the year more easily (first part of page 1 is shown below). The checklist is 4 pages long, and provides scoring and support advice, as well as space to summarize results for 6 students. If you have 24 students, you will want to run 4 copies of the 4-page document to use throughout the year. As you'll see when you look at the full-sized copy of the checklist included in this collection, the scoring changes on most tasks from one assessment period to the next, reflecting higher expectations through the year.

Kindergarten Yearlong Skills Assessment Class Checklist				Students' Names					
<p>Note: This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Remark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those students the maximum number of points for that item through the rest of the year. For example, if a student is able to count to 100 in the fall and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.</p>									
Item	P.E.	Points Possible	Support & Development Resources						
1 FALL: Counts forward by rote to 100	K.1.A	0 pts: between 0 and 11 OR 1 pt: to 12 OR 2 pts: to 20 OR 3 pts: to 33 OR 4 pts: to 100	K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L						
1 WINTER: Counts forward by rote to 100	K.1.A	0 pts: between 0 and 19 OR 1 pt: to 20 OR 2 pts: to 33 OR 3 pts: to 66 OR 4 pts: to 100	K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L						
1 SPRING: Counts forward by rote to 100	K.1.A	0 pts: between 0 and 32 OR 1 pt: to 33 OR 2 pts: to 66 OR 3 pts: to 100 OR 4 pts: past 100	K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L						

The scoring suggested on the checklist is designed to help you track your students' progress with respect to common goals for kindergarten. This particular document was designed around the Washington State standards, so you may want to modify or even eliminate some of the tasks, depending on your state standards.

The point total for the fall assessment period is 32. The total for the winter and spring assessments is 44 points in each case. Students scoring 75 – 100% (or 24–32 points in the fall; 33–44 points in the winter and spring) are considered to be “meeting standard.” Students scoring 50 – 74% (16–23 points in the fall; 22–32 points in the winter and spring) are considered to be “approaching standard.” Students scoring 25 – 49% (8–15 points in the fall; 11–21 points in the winter and spring) are designated as “strategic.” Students who score in this range consistently may be eligible for Title I or RTI Tier 2 support. Students scoring less than 25% (7 points or less in the fall; 10 points or less in the winter and spring) are designated as ‘intensive,’ and may be candidates for Special Ed or Tier 3 support. Students’ performance on these interview tasks, if conducted and scored in a consistent manner from one teacher to the next in a building or district, may provide useful material to share and discuss in grade level groups, professional learning communities, or building screening committees in some cases. Note too, that the class checklists includes support materials for each skill, in many cases drawn from kindergarten resources available for free download from the Math Learning Center web site.

Yearlong Skills Interview: Helpful Hints

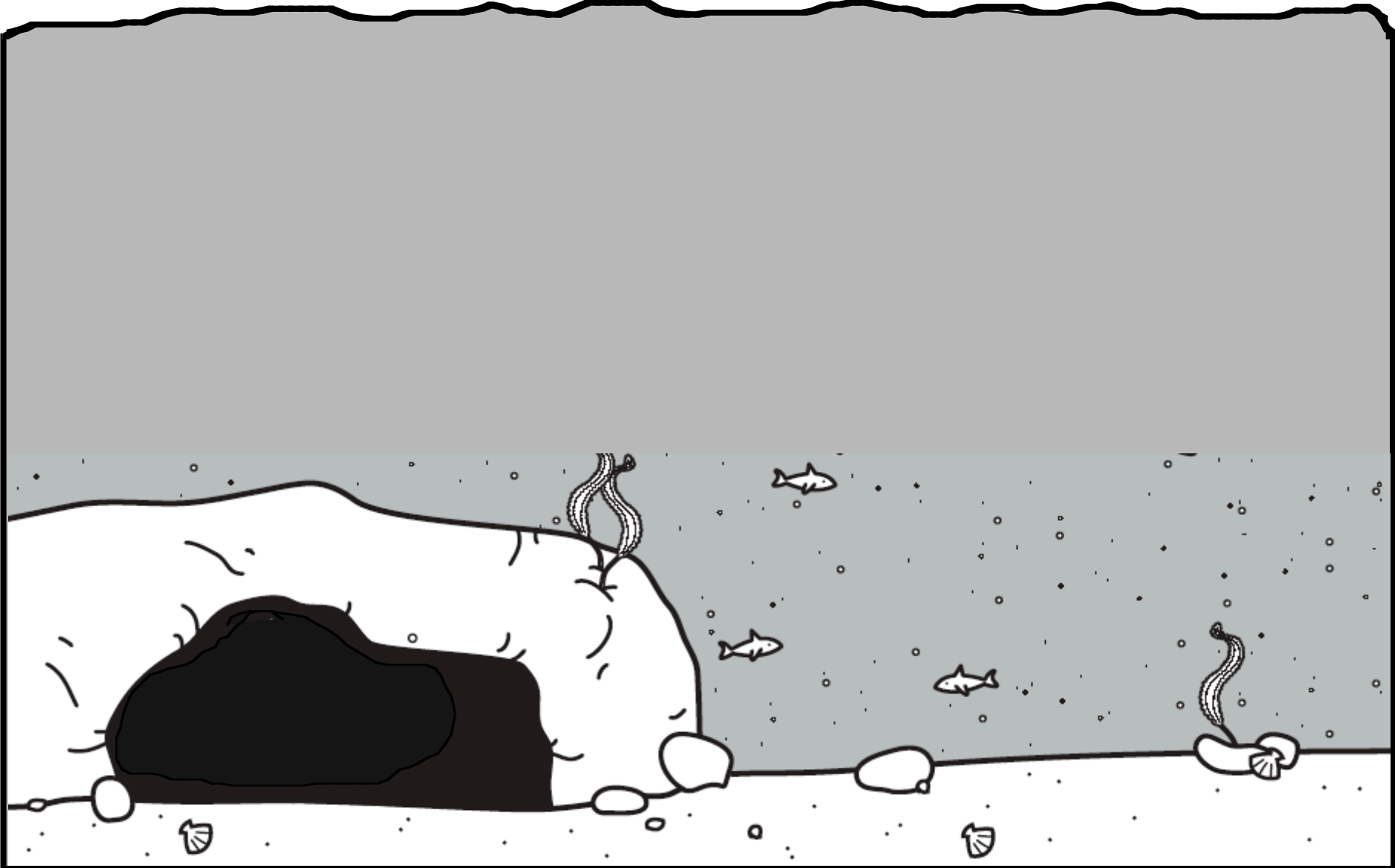
There is no question that conducting individual interviews is as time-consuming as it is informative and rewarding. Here are some helpful hints:

- The tasks on this interview are designed to enhance or even replace most of the assessments at the back of the Kindergarten Getting Started guide. Look at the resources already available to you before you decide to take on this instrument. Choose the assessments that will best help you track your students’ progress relative to your state’s expectations.
- Run a copy of the Assessment Record Sheet for each student and file in an accessible location before or within the first few days of your school start date.
- Run as many copies of the Assessment Class Checklist as you will need to accommodate all of your students. Label them ahead of time with students’ names.
- Gather the materials listed on the You’ll Needs list on page 1 of this document and store them in a single container (tub, basket, re-sealable plastic bag, etc.) If you will have help from other adults, put together an “assessment pack” for each.
- Train 2 or 3 other adults to conduct the first 3 interview tasks. All of these tasks involve counting of one sort or another. While it takes patience and a little practice to conduct each task, none of them requires a high level of skill on the part of the adult. Consider soliciting help from parent helpers, paraprofessionals, office or custodial help, and/or resource room teachers.

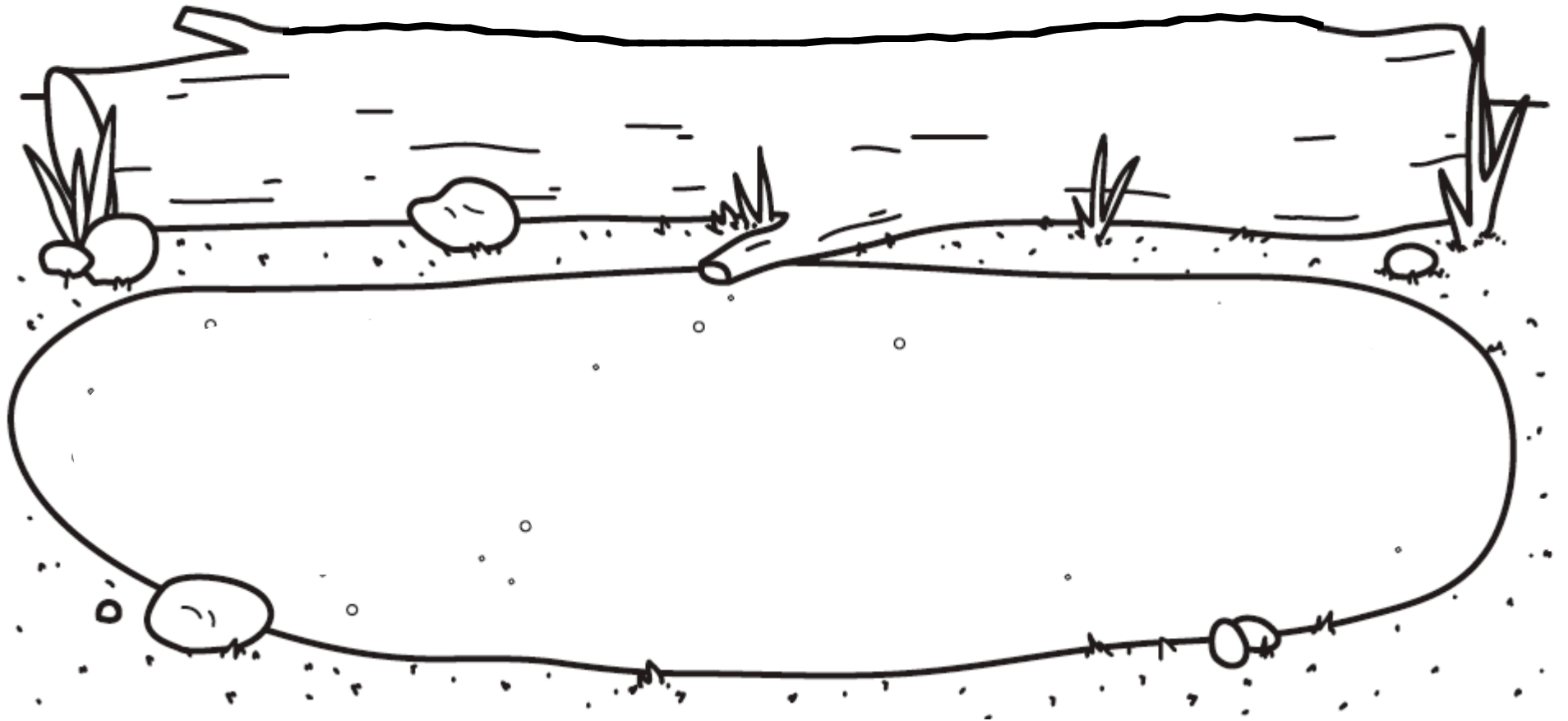
- If you have no source of outside help whatsoever, take the first couple of weeks of school to establish tight and consistent expectations during Work Places and other independent work times. You might even consider introducing the idea that when you are wearing a particular brightly colored hat – your assessment hat – that means you’re working with one child and are not to be bothered. If you can establish routines that enable children to work with relative independence during the first few weeks, you may be able to conduct interviews during Work Places, seatwork or choosing time, recess, and specials (library, music, PE, and so on) with the permission of cooperating teachers.
- Remember that you don’t have to conduct all the tasks in a single sitting with a particular child. In fact, it may be easier and more desirable to conduct a single task or a couple of tasks, such as counting forward to 100, with all the students over a period of days, and then sweep through the class again with another task or two.
- It will save you a fair amount of time if you explain the assessment tasks to the students ahead of time. They need and deserve to know that sometime within a several week period, someone (you or another adult) will be asking them to count and do other math-related tasks. Explain that it will help you do your best job of teaching to know what each student in class can (and cannot) do right now. This is particularly true of task 8, which involves showing and hiding cubes to assess students’ skills at composing and decomposing numbers to 5. Modeling this task as described on pages 5–6 of the Assessment Record Sheet with the class several times or more will save you from having to explain and model the task anew with every individual.
- Remember that you won’t have to assess every student on every task three times over the course of the year. As soon as a student reaches the desired target for a particular task, that’s it. You don’t have to re-administer that particular task to that particular student again. The first time you conduct the interviews, you will only administer 9 of the 10 tasks. If you can get other adults to conduct the first 3, that leaves you with 6 to do on your own during October and November. The chart below summarizes the interview tasks, targets, and timing through the school year. The starred items indicate tasks that you should administer personally.

Assessment Task	Target(s)	Fall	Winter	Spring
1. Rote Counting to 100	• Count forward by 1’s to 100	√	√	√
2. Reading Numerals to 31/ Ordering Numerals to 10	• Read numerals to 31 • Order numerals 0–10	√	√√	√√
3. One-to-One Correspondence	• Count up to 20 objects • Count 20 objects out of a larger set	√	√	√
* 4. Naming & Describing Shapes	• Identify, name, and describe circles, triangles, rectangles, and squares	√	√	√
* 5. Comparing Sets	• Compare 2 sets of up to 10 objects; identify which set is greater, which set is less	√	√	√
6. Patterning	• Fluently compose and decompose numbers to 10	√	√	√
* 7. Sorting Shapes	• Sort shapes using a rule, and explain the rule	√	√	√
* 8. Composing & Decomposing Numbers to 5	• Fluently compose and decompose numbers to 5	√	√	√
* 9. Describing Numbers to 9 Using 5 as a Benchmark	• Describe a number from 1–9 using 5 as a benchmark number	√	√	√
* 10. Modeling & Telling Addition & Subtraction Problems	• model addition and subtraction with counters; pose story problems that involve addition & subtraction		√	√

Ocean Story Board

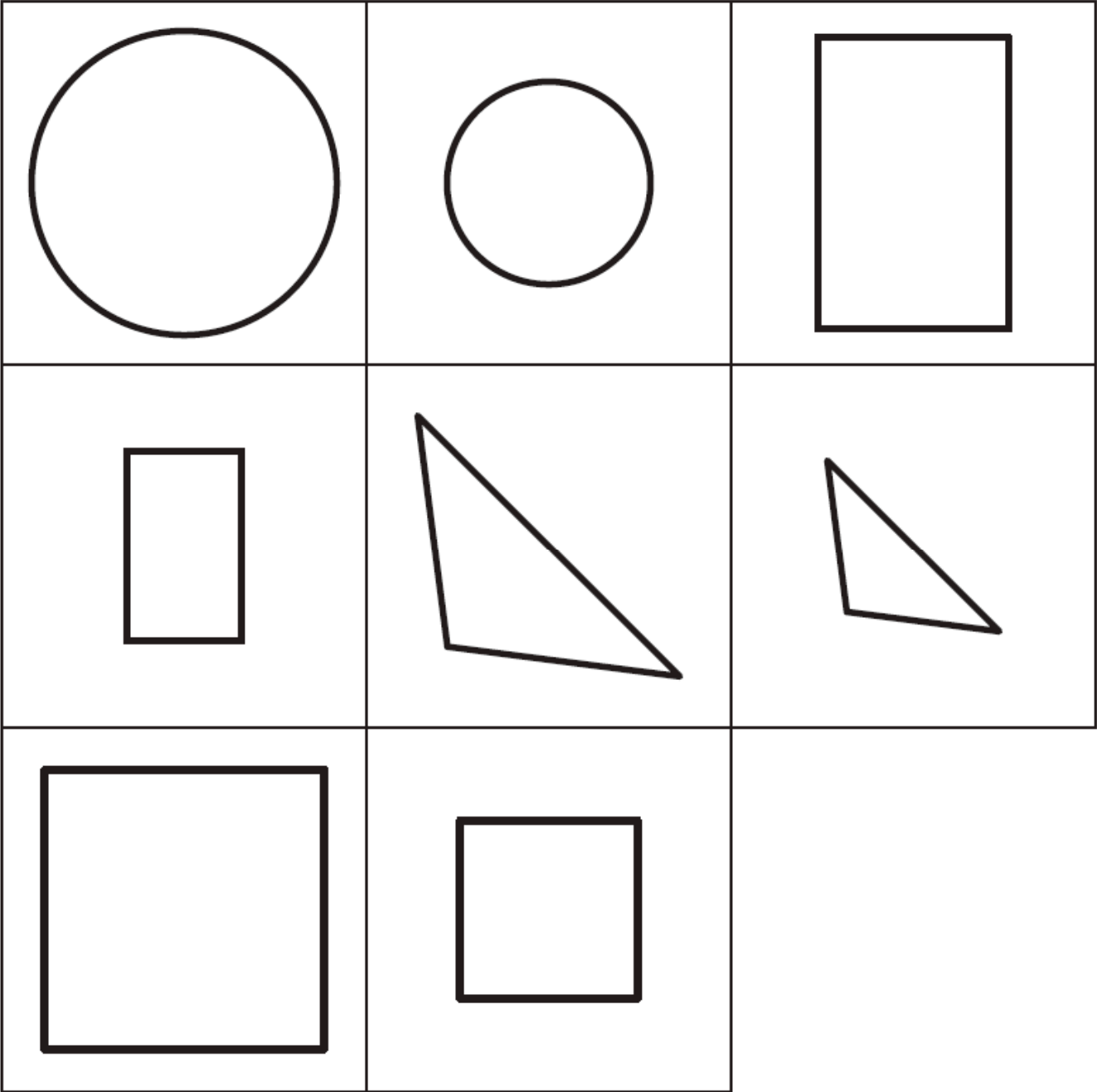


Pond Story Board



Shape Sorting Cards

Run 1 copy on cardstock. Color 3 of the shapes red, 3 yellow, and 3 blue, at random. Cut the cards apart and laminate if desired.



Kindergarten Bridges: Yearlong Skills Assessment Record Sheet page 1 of 7

Student's Name _____ Assessment Dates _____

Fall

Winter

Spring

You will need:

- 31 index cards, with one numeral written on each, 0 through 31
- 20 Unifix cubes
- 9 shape sorting cards from the Bridges Kit
- container of pattern blocks with about 8 of each shape
- Story Boards (see attached BL's)
- 10 sea creatures & 10 frogs

Task 1: Rote Counting to 100

<p>Prompt A: <i>How high do you think you can count?</i> Prompt B: <i>Please start at 1 and count for me.</i></p>	<p>Notes:</p> <ul style="list-style-type: none"> • If the student stops counting before he/she reaches 100 ask, "Can you keep going?" • Record the last number counted correctly. • Stop the student when he/she reaches 100.
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Fall	Winter	Spring
Student's prediction about how high he/she can count: _____ Student counts by rote accurately to _____ Comments:	Student's prediction about how high he/she can count: _____ Student counts by rote accurately to _____ Comments:	Student's prediction about how high he/she can count: _____ Student counts by rote accurately to _____ Comments:

Task 2: Reading Numerals to 31/Ordering Numerals 0 – 10

<p>Show student the numeral cards one by one in random order. Ask him/her to name the numeral on each card.</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Recheck numerals 0 – 10 in the winter as needed, and numerals 0 – 20 in the spring as needed. • After you have checked numerals 11 – 20 in the winter and done any rechecking needed on numerals 0 – 10, set out the numerals 0 – 10 in random order, and ask the student to put the numbers in order, starting with 0. Recheck this in the spring if necessary.
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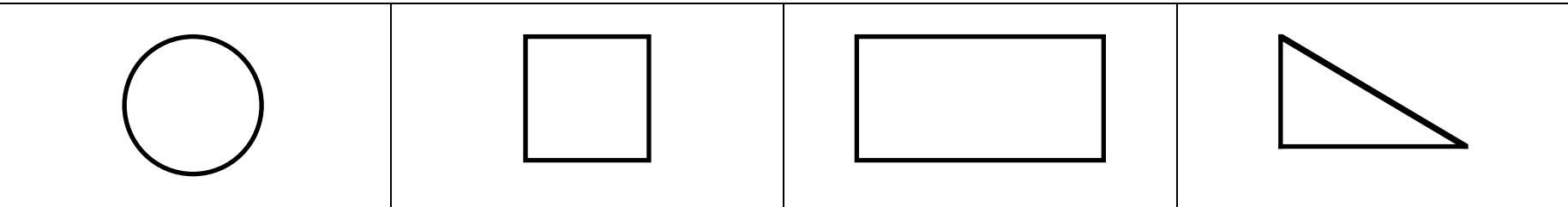
Fall	Winter	Spring
Numerals 0 – 10 Circle correct responses: 0 1 2 3 4 5 6 7 8 9 10	Numerals 11 – 20 Circle correct responses: 11 12 13 14 15 16 17 18 19 20 Recheck & circle correct responses as needed 0 1 2 3 4 5 6 7 8 9 10 Student (circle one) is able to _____ is not able to _____ place the numerals 0 – 10 in correct order.	Numerals 21 – 31 Circle correct responses: 21 22 23 24 25 26 27 28 29 30 31 Recheck (if needed) 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Student (circle one) is able to _____ is not able to _____ place the numerals 0 – 10 in correct order.

Task 3: One to One Correspondence		
Fall (to 10)	Winter (to 20)	Spring (to 20 out of a larger set)
<p>Set out 10 Unifix cubes in a row. Prompt: <i>Please count these cubes.</i></p> <p>The student can count _____ cubes accurately.</p> <p>Tracking methods (check one or more that apply) Student: ___ appears to have no way to track the counting process. ___ touches the cubes as he/she counts them. ___ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. ___ moves the cubes one by one to keep track of which have been counted. ___ groups the cubes in some way before or during counting.</p> <p>Does the student skip numbers in the sequence while maintaining 1 to 1 correspondence?</p> <p>Does the student name the last number as the quantity of the collection?</p> <p>Other observations:</p>	<p>Set out 20 Unifix cubes in two rows of ten. Prompt: <i>Please count these cubes.</i></p> <p>The student can count _____ cubes accurately.</p> <p>Tracking methods (check one or more that apply) Student: ___ appears to have no way to track the counting process. ___ touches the cubes as he/she counts them. ___ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. ___ moves the cubes one by one to keep track of which have been counted. ___ groups the cubes in some way before or during counting.</p> <p>Does the student skip numbers in the sequence while maintaining 1 to 1 correspondence?</p> <p>Does the student name the last number as the quantity of the collection?</p> <p>Other observations:</p>	<p>Set out 30 or more Unifix cubes in a pile. Prompt: <i>Please count 20 of these cubes.</i></p> <p>The student can count _____ cubes out of a larger set accurately.</p> <p>Tracking methods (check one or more that apply) Student: ___ appears to have no way to track the counting process. ___ touches the cubes as he/she counts them. ___ touches the cubes as he/she counts them, but loses track and counts some cubes more than once. ___ moves the cubes one by one to keep track of which have been counted. ___ groups the cubes in some way before or during counting.</p> <p>Does the student skip numbers in the sequence while maintaining 1 to 1 correspondence?</p> <p>Does the student name the last number as the quantity of the collection?</p> <p>Other observations:</p>

Task 4: Naming and Describing Shapes

Show student the 4 shapes below, one by one. For each, ask: *Which shape is this? How do you know?*

- Notes:
- Recheck shape names as needed in the winter and spring.
 - Even if a student is able to describe each shape in the fall, ask him/her to repeat the task each assessment period to check for progress in levels of geometric thinking. Students will generally describe shapes in terms of what they look like early in the kindergarten year (i.e., I know it's a rectangle because it looks like a piece of paper). Some kindergartners may begin to describe shapes in terms of their properties later in the school year (i.e., I know it's a rectangle because it has 2 long sides and 2 short sides, or because it has 4 straight sides and 4 corners).



Fall	Winter	Spring
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Student's Responses Circle (Name & Description): Square (Name & Description): Rectangle (Name & Description): Triangle (Name & Description):	Student's Responses Circle (Name & Description): Square (Name & Description): Rectangle (Name & Description): Triangle (Name & Description):	Student's Responses Circle (Name & Description): Square (Name & Description): Rectangle (Name & Description): Triangle (Name & Description):
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Task 5: Comparing Sets

Set out pattern blocks in the quantities described below. Prompt A: <i>Which group has more?</i> Prompt B: <i>How do you know?</i> Prompt C (Winter & Spring only): <i>Which group has less?</i> Prompt D: <i>How do you know?</i>	Notes: <ul style="list-style-type: none"> • Note that this task is slightly different in the winter than in the fall. Recheck in the spring as needed.
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Fall	Winter	Spring
Set out 6 orange square pattern blocks and 4 green triangle pattern blocks. Student's response to prompt A: Student's response to prompt B:	Set out 6 orange square pattern blocks and 4 green triangle pattern blocks. Student's response to prompt A: Student's response to prompt B: Set out 7 orange square pattern blocks and 3 green triangle pattern blocks. Student's response to prompt C: Student's response to prompt D:	Set out 6 orange square pattern blocks and 4 green triangle pattern blocks. Student's response to prompt A: Student's response to prompt B: Set out 7 orange square pattern blocks and 3 green triangle pattern blocks. Student's response to prompt C: Student's response to prompt D:

Task 6: Patterning

Use pattern blocks to create the pattern(s) shown below as the student watches. Place a small tub of pattern blocks nearby. Prompt: <i>Can you use some of the blocks from the tub to make this pattern keep going?</i>	Notes: <ul style="list-style-type: none"> • If the student extends first pattern successfully, create the second pattern, and ask the student to extend it. • In the winter and the spring, recheck earlier patterns as needed. • The spring assessment involves creating a pattern.
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Fall (Extends ABAB, AABAAB)	Winter (Extends ABCABC)	Spring (Creates a pattern)
  ____ Student extends ABAB pattern. ____ Student extends AABAAB pattern. Comments:	 ____ Student extends ABCABC pattern. Recheck if needed: ____ Student extends ABAB pattern. ____ Student extends AABAAB pattern. Comments:	Offer student the entire tub of pattern blocks. Ask him/her to create a pattern. Prompt A: <i>Please use these blocks to make a pattern.</i> Prompt B: <i>Tell me about your pattern.</i> ____ Student creates a pattern. (Use sketches or letters to show the pattern in the space below.) ____ Student describes his/her pattern in some way. (Summarize the students' description here.)

Task 7: Sorting Shapes

Lay out the 9 Shapes cards on the table.
 Prompt A: *Can you sort these shape cards in some way?*
 Prompt B: *How did you sort the shape cards?*
 Prompt C (Winter and Spring only): *Can you sort the shape cards in a different way?*

Notes:
 • Note that this task is slightly different in the winter than in the fall. Recheck in the spring as needed.

Fall	Winter	Spring
<p>___ Student sorts the cards by (circle one) shape color size other _____</p> <p>___ Student can verbalize how he/she sorted the cards.</p>	<p>Recheck if needed ___ Student sorts the cards by (circle one) shape color size other _____</p> <p>___ Student can verbalize how he/she sorted the cards.</p> <p>___ Student sorts the cards in a second way (circle one) shape color size other _____</p>	<p>Recheck if needed ___ Student sorts the cards by (circle one) shape color size other _____</p> <p>___ Student can verbalize how he/she sorted the cards.</p> <p>___ Student sorts the cards in a second way (circle one) shape color size other _____</p>

Task 8: Composing & Decomposing Numbers to 5

Ask the student to place 5 cubes in your hand. Then ask him/her to confirm the quantity verbally. (Does he/she need to recount the cubes, or is he/she report the quantity confidently without recounting?)

Explain that you're going to hide some of the cubes the student just gave you. Cup both hands over the 5 cubes, give them a little shake, and hide 2 of them in one hand. Hold the remaining cubes out for the student to see.

Say: "How many cubes do you see in my hand now?" (Does he/she instantly identify the quantity, or need to recount it to be sure it's 3?)

Say: "How many cubes am I hiding?"

Repeat steps above, continuing to work with 5 cubes, until you've worked through most of the possible combinations (show 3, hide 2 show 4, hide 1 show 2, hide 3 show 0, hide 5 show 1, hide 4)

If the student gives you immediate, confident, and accurate responses to all the prompts, you can assume that he/she is proficient with 3 and 4 as well. If the student does not respond immediately, confidently, and accurately to your prompts with 5 cubes, ask him/her to change the number of cubes in your hands to 4 instead of 5. If the student does not respond immediately, confidently, and accurately to your prompts with 4 cubes, ask him/her to change the number of cubes in your hands to 3 instead of 4. Do not go below 3 cubes.

Task 8: Composing & Decomposing Numbers to 5 (continued)

Fall	Winter	Spring
Student can compose and decompose numbers to: ___ 3 ___ 4 ___ 5	Student can compose and decompose numbers to: ___ 3 ___ 4 ___ 5	Student can compose and decompose numbers to: ___ 3 ___ 4 ___ 5 (___ 6) If student is comfortable with 5, you can check 6 for your own information.

Note: The “hiding assessment,” described on the previous page is one way to find out whether students can compose and decompose numbers to 5. Alternatives include:

- observing children during “Bunny Ears” counting, when you’re asking the class (or a small group) to show different combinations of 3, 4, or 5 on their fingers raised to their foreheads like bunny ears. (See Bridges Supplement Set A4, Activity 1 for more information about Bunny Ears activities.
- asking students to complete Practice Book pages 41 (Make 4) and 44 (Make 5) independently.

Task 9: Describing Numbers to 9 Using 5 as a Benchmark

Ask students to report how many dots there are in each 10 frame below.
 Prompt: *How many dots do you see in this 10 frame?*
 If the student counts the dots in the 10 frame one by one, ask: *Can you think of a faster way to find out how many dots there are?*

A	B	C	D	E

Fall	Winter	Spring																																																																																										
Check the strategies student uses to count the dots in each frame.	Check the strategies student uses to count the dots in each frame.	Check the strategies student uses to count the dots in each frame.																																																																																										
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Task 10: Modeling and Telling Addition & Subtraction Problems (WINTER AND SPRING ONLY)

Show student the storyboard and the counters (ocean & sea creatures in the winter; pond & frogs in the spring. Spend a minute discussing the board and the counters with the student. Allow him/her to move the counters around the board.

Pose each of the problems below. Ask student to use the storyboard and counters to model and solve each problem. Record student's responses.

Winter	Spring
<p>1. There were 4 sea creatures swimming around in the ocean. 3 more sea creatures came along. How many sea creatures were there in all?</p> <p>___ Student models and solves accurately.</p> <p>2. There were 8 sea creatures swimming in the ocean. Then 5 of the sea creatures got scared and swam away. How many sea creatures were left?</p> <p>___ Student models and solves accurately.</p> <p>3. Use the storyboard and creatures to tell an adding story. Student's response:</p> <p>4. Use the storyboard and creatures to tell a subtracting story. Student's response:</p>	<p>1. There were 5 frogs having fun in the pond. 3 more frogs came along and jumped in. How many frogs are there in the pond now?</p> <p>___ Student models and solves accurately.</p> <p>2. Seven frogs were playing in the pond. Four of them had to go home. How many frogs were left in the pond?</p> <p>___ Student models and solves accurately.</p> <p>3. Use the storyboard and frogs to tell an adding story. Student's response:</p> <p>4. Use the storyboard and frogs to tell a subtracting story. Student's response:</p>

Kindergarten Yearlong Skills Assessment Class Checklist

Students' Names

<p>Note: This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Re-mark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those students the maximum number of points for that item through the rest of the year. For example, if a student is able to count to 100 in the fall and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.</p>			<p>Support & Development Resources</p>					
Item	M.S.	Points Possible						
<p>1 FALL: Counts forward by rote to 100 Note: In Oregon, kindergartners are expected to be able to count to 30, rather than 100. On the other hand, there is no counting requirement in first grade. Oregon first graders are expected to be able to compare & order whole numbers to 100, so it may be wise to shoot for rote counting to 100 in K.</p>		<p>0 pts: between 0 and 11 OR 1 pt: to 12 OR 2 pts: to 20 OR 3 pts: to 33 OR 4 pts: to 100</p>	<p>K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L</p>					
<p>1 WINTER: Counts forward by rote to 100</p>		<p>0 pts: between 0 and 19 OR 1 pt: to 20 OR 2 pts: to 33 OR 3 pts: to 66 OR 4 pts: to 100</p>	<p>K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L</p>					
<p>1 SPRING: Counts forward by rote to 100</p>		<p>0 pts: between 0 and 32 OR 1 pt: to 33 OR 2 pts: to 66 OR 3 pts: to 100 OR 4 pts: past 100</p>	<p>K Supplement Set A1, Counting on the Number Line, Activities 1–3 K Work Places 1J, 1M, 1P, 1O, 2A, 2C, 2D, 2F, 2H, 2L</p>					
<p>2a FALL: Reads numerals to 10</p>		<p>0 pts: Can't read any of the numerals to 10 correctly OR 1 pt: Reads four of the numerals or fewer correctly OR 2 pts: Reads between five and seven of the numerals correctly OR 3 pts: Reads all 11 numerals correctly.</p>	<p>K Work Places 1J, 1O, 2A, 2F K Bridges Practice Book, pgs. 1–11, 13–15, 17–21, 28, 32, 37–39, 45, 48–52, 60, 61, 63 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5*</p>					
<p>2a WINTER: Reads numerals to 20</p>		<p>0 pts: Reads none or some of the numerals from 0 – 10 correctly OR 1 pt: Reads all the numerals 0 – 10 correctly OR 2 pts: Reads all of the numerals to 10 and some of the teens correctly OR 3 pts: Reads all 21 numerals correctly</p>	<p>K Work Places 1J, 1O, 2A, 2F K Bridges Practice Book, pgs. 1–11, 13–15, 17–21, 28, 32, 37–39, 45, 48–52, 60, 61, 63 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5*</p>					
<p>2a SPRING: Reads numerals to 31 Note: In Oregon, kindergartners are expected to be able to read numerals to 10. There is no target for reading numerals in Grade 1, but first graders are expected to be able to compare and order whole numbers to 100, so it may be wise to shoot for numeral recognition to 31 in K.</p>		<p>0 pts: Reads none or some of the numerals from 0 – 20 correctly OR 1 pt: Reads all the numerals 0 – 20 correctly OR 2 pts: Reads all of the numerals to 20 and some of the numerals between 21 and 31 correctly OR 3 pts: Reads all 32 numerals correctly</p>	<p>K Work Places 1J, 1O, 2A, 2F K Bridges Practice Book, pgs. 1–11, 13–15, 17–21, 28, 32, 37–39, 45, 48–52, 60, 61, 63 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5*</p>					

Item	M.S.	Points Possible	Support & Development Resources	Students' Names					
2b WINTER AND SPRING: Orders Numerals from 0 – 10 correctly		0 pts: Cannot complete the task OR 1 pt: Can complete the task		W	W	W	W	W	W
				S	S	S	S	S	S
3 FALL: Uses 1-to-1 correspondence to count 10 blocks		0 pts: Unable to use 1:1 correspondence to count more than 3 blocks OR 1 pt: Counts to 5 blocks accurately OR 2 pts: Counts 6, 7, 8, or 9 of the blocks accurately OR 3 pts: Counts all 10 of the blocks accurately.	K Work Places 1E, 1J, 1I, 1M, 1P Supplement Set A1, Counting on the Number Line, Activities 1–4 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Practice Book, pgs. 16, 26, 27, 30, 31, 35, 36						
3 WINTER: Uses 1-to-1 correspondence to count 20 blocks		0 pts: Unable to use 1:1 correspondence to count more than 5 blocks OR 1 pt: Counts to 10 blocks accurately OR 2 pts: Counts between 11 and 19 of the blocks accurately OR 3 pts: Counts all 20 of the blocks accurately.	K Work Places 1E, 1J, 1I, 1M, 1P Supplement Set A1, Counting on the Number Line, Activities 1–4 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Practice Book, pgs. 16, 26, 27, 30, 31, 35, 36						
3 SPRING: Uses 1-to-1 correspondence to count 20 blocks from a larger set		0 pts: Unable to use 1:1 correspondence to count more than 5 blocks OR 1 pt: Counts 10 blocks accurately OR 2 pts: Counts between 11 and 19 of the blocks accurately OR 3 pts: Counts all 20 of the blocks accurately.	K Work Places 1E, 1J, 1I, 1M, 1P Supplement Set A1, Counting on the Number Line, Activities 1–4 K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Practice Book, pgs. 16, 26, 27, 30, 31, 35, 36						
4 FALL, WINTER, AND SPRING: Names and describes 2-D shapes		8 pts possible , 1 for each correct shape name, and 1 for any kind of accurate description, including what the shape looks like (i.e., It's a rectangle because it looks like a door.)	K Work Places 1H, 1K, 1L, 1N, 2R, 2S K Bridges Practice Book, pp 7, 8, 9, 33, 34, 72	F	F	F	F	F	F
				W	W	W	W	W	W
				S	S	S	S	S	S
5 FALL: Compares 2 sets of objects and identifies which set has more.		2 pts possible , 1 for indicating that there are more triangles than squares, 1 for giving some kind of explanation or demonstration beyond, "I just know it".	K Work Places 1F, 1J, 1M, 1P K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Bridges Practice Book, pp 3, 4, 5, 6, 13, 14, 21, 26, 28, 30, 31, 54, 67						

Item	M.S.	Points Possible	Support & Development Resources	Students' Names					
5 WINTER AND SPRING: Compares 2 sets of objects. Identifies which set has more. Given 2 different sets, identifies which has less.		4 pts possible , 1 for the correct response to each item (2 in all), and 1 for each explanation beyond "I just know" (2 in all)	K Work Places 1F, 1J, 1M, 1P K Supplement Set A4, Addition & Subtraction, Activities 1, 2, 3, 4, 5* K Bridges Practice Book, pp 3, 4, 5, 6, 13, 14, 21, 26, 28, 30, 31, 54, 67	W	W	W	W	W	W
				S	S	S	S	S	S
6 FALL: Extends pattern with blocks: ABAB, AABAAB		2 pts possible , 1 for each pattern correctly extended	K Work Place 1G K Supplement Set B1, Patterns, Activities 1, 2 and 3 K Bridges Practice Book, pgs. 12, 17, 52						
6 WINTER: Extends pattern with blocks: ABCABC, AABAAB		2 pts possible , 1 for each pattern correctly extended							
6 SPRING: Creates a pattern with blocks, and describes his/her pattern in some way.		2 pts possible , 1 for arranging the blocks in a sequence that is actually a pattern; 1 for describing the pattern							
7 FALL: Sorts shape cards using a sorting rule and explains the sorting rule		0 pts: unable to sort the cards at all OR 1 pt: sorts in one way, but can't verbalize the rule OR 2 pts: sorts in one way and can verbalize a rule	K Supplement Set C1, Activities 1, 2, and 3 K Bridges Practice Book, pp 33, 34						
7 WINTER AND SPRING: Sorts shape cards using 2 different sorting rules and explains the rules		0 pts: unable to sort the cards at all OR 1 pt: sorts in one way, but can't verbalize the rule OR 2 pts: sorts in one way and can verbalize a rule OR 3 pts: sorts in two different ways, but can only verbalize the rule for one of the ways OR 4 pts: sorts in two different ways and can verbalize a rule for both	K Supplement Set C1, Activities 1, 2, and 3 K Bridges Practice Book, pp 33, 34	W	W	W	W	W	W
				S	S	S	S	S	S
8 FALL, WINTER, AND SPRING: Composes and Decomposes Numbers to Five		0 pts: Can't do the tasks with 3 cubes OR 1 pt: Can do the tasks w/3 OR 2 pts: Can do the tasks w/4 OR 3 pts: Can do the tasks w/5	K Supplement Set A4, Activities 1, 2, 3	F	F	F	F	F	F
				W	W	W	W	W	W
				S	S	S	S	S	S

Item	M.S.	Points Possible	Support & Development Resources	Students' Names					
9 FALL, WINTER, AND SPRING: Describes numbers to 9 using 5 as a benchmark		5 pts. possible , 1 for each quantity counted in relation to 5 rather than one by one.	K Supplement Set A4, Activities 1, 2	F	F	F	F	F	F
				W	W	W	W	W	W
				S	S	S	S	S	S
10 WINTER, AND SPRING: Models and tells addition and subtraction story problems		8 pts possible For each problem, award 1 pt for modeling the problem and 1 pt for the correct answer.	K Supplement Set A4, Activities 1, 4, 5, 6, 7, 8	W	W	W	W	W	W
				S	S	S	S	S	S
Total Score/Level of Proficiency		Fall: 32 points possible		F	F	F	F	F	F
		Winter: 44 points possible		W	W	W	W	W	W
		Spring: 44 points possible		S	S	S	S	S	S

FALL: Meeting Standard: 24 – 32 pts. (75–100% correct)
Strategic: 8 – 15 pts. (25–49% correct)

Approaching Standard: 16 – 23 pts. (50–74% correct)
Intensive: 7 pts. or fewer (24% or less correct)

WINTER/SPRING: Meeting Standard: 33 – 44 pts. (75–100% correct)
Strategic: 11 – 21 pts. (25–49% correct)

Approaching Standard: 22 – 32 pts. (50–74% correct)
Intensive: 10 pts. or fewer (24% or less correct)

* Kindergarten Supplement Set A4, Addition and Subtraction, is not included in the WA Supplement. It is available on the MLC web site on the K Support Page. To access, go to: www.mathlearningcenter.org > Support for Materials > Bridges Grade K > Supplements and Practice Pages > A4 Number & Operations
Many of the activities in this set were adapted from Math Recovery. Activity 1 adds a very short counting or computation routine to the Number Corner each month. Activities 2 through 8 are new Work Places, most of which are designed to be added to the current Kindergarten set in the spring. You may find Activities 1 and 2 very useful in supporting students who are struggling with basic counting skills. The other activities are leveled in such a way that they may be useful with all of your students, from low to high.