Assessment Master Copies

Introduction

Overview

Entry Assessment & Checklist

Mid-Year Assessment & Checklist

Exit Assessment & Checklist

Weekly Assessment Checklists

Starfall Education Foundation P.O. Box 359, Boulder, CO 80306 U.S.A.

Copyright © 2016 by Starfall Education. All rights reserved. Starfall is a registered trademark in the US, the European Union, and various other countries.

Printed in USA on recycled paper.

Starfall Kindergarten Math Assessment Overview

The Starfall Math Program challenges and engages children. The curriculum "spirals" which provides children with the opportunity to revisit concepts and strengthen their understanding. Starfall assessments provide useful information which enable you to guide, adapt, and differentiate instruction to meet each child's individual needs.

The assessment component of the Starfall Math Program includes:

Entry Assessment

The entry assessment establishes a baseline for each child, and should be administered during the first few weeks of the school year. Children may be periodically reassessed in any area not mastered on the entry assessment before administering the mid year assessment. Children who master all areas of the entry assessment may also be given the mid- year assessment at the beginning of the school year.

Mid-Year Assessment

The mid-year assessment is extremely valuable. It allows the teacher to determine which children are on or above grade level, and which children need academic interventions. For children needing review and reinforcement, small math groups and one-on-one instruction are beneficial.

Exit Assessment

The end of the year assessment concludes the Starfall math year. This assessment helps you to evaluate your instruction, and provides you with data regarding the children's understanding of the concepts taught.

Summative Assessments

Summative Assessments are conducted each week during Learning Centers on Day 5. These assessments provide ongoing evaluations of the skills and concepts presented during the unit. The Summative Assessments are directly related to the standards.

Formative Assessments

Formative assessments are included at the end of each lesson. The goal of the formative assessment is to monitor children's learning and to provide ongoing feedback. More specifically, formative assessments target areas that need additional practice, and help the teacher recognize areas in which children are struggling, and address those areas immediately.

Starfall Kindergarten Math Assessment Overview

Entry Assessment	Mid-Year Assessment	Exit Assessment
Use to determine children's math skills and knowledge upon entry into kindergarten. Skills assessed are the ability to: • Recognize numerals 0 – 10 • Count from one to a given number • Count from a given number • Recognize basic geometric shapes • Describe positions of objects • Demonstrate one-to-one correspondence • Write numerals 1-10 • Identify more/less	Use to reassess math skills not mastered on Entry Assessment and new skills introduced in the first semester. Skills assessed are the ability to: • Recognize numerals 10 – 20 • Skip count • Count from a number other than one • Distinguish greater than/less than or equal • Compare written numerals • Identify 2-D and 3-D shapes • Differentiate between 2D/3D shapes • Represent tens and ones • Measure length • Identify, describe and extend a pattern • Supply missing numeral in an equation • Classify and count objects • Count objects in scattered formation • Solve addition story problems • Write numerals 11-20	Use to reassess math skills not mastered on the previous assessments and new skills introduced in the second semester. Skills assessed are the ability to: • Solve story problems • Break apart numbers in a variety of ways • Add and subtract to five • Identify and state value of coins • Use and interpret graphs • Create an array • Measure length/weight

Starfall Kindergarten Math Progress Monitoring Assessment Tool

Entry Assessment

Child's Name: _____ Birth Date:_____

(Indicate the date of assessment next to each section. Re-assess and date any content not mastered during initial assessment.)

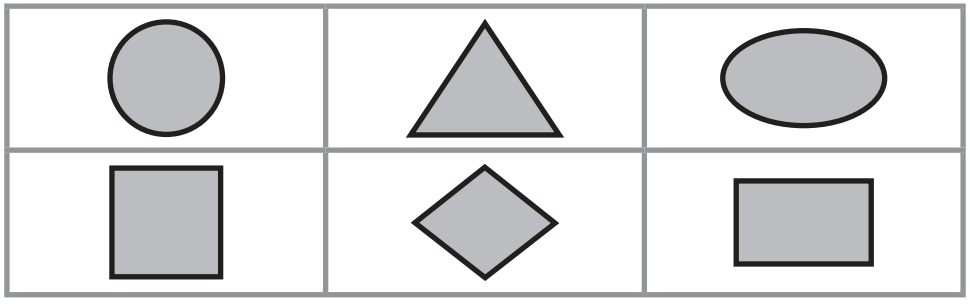
1. Recognizes numerals 0-10. (Counting & Cardinality: **CC.A.3**) Assessment Date:_____

2	5	1	8
0	10	3	6
4	7	9	

2. Counts to a given number beginning at one (Counting & Cardinality: **CC.A.1**) **and counts from a given number.** (Counting & Cardinality: **CC.A.2**) Assessment Date:_____

A. Counts to _____ starting at one.		
B. Counts forward from 4 to 10.	Yes	No
C . Counts forward from 11 to 20.	Yes	No
Comments: _____		

3. Recognizes basic shapes. (Geometry: **G.A.2**) Assessment Date:_____



4. Describes positions of objects. (Geometry: **G.A.1**) Assessment Date:_____

Materials: A block or some other object, and an open container large enough to hold the object.

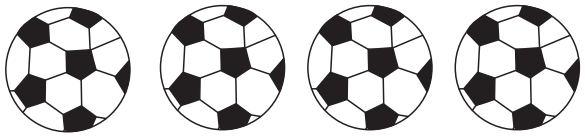
Put the container on the table in front of the child with the opening facing the student.

Hand the object to the child. Ask the child to perform the following tasks:

A.	Place the object **IN** the container.	Yes	No
B.	Place the object **BESIDE** the container.	Yes	No
C.	Place the object **ABOVE** the container.	Yes	No
D.	Place the object **UNDER** the container.	Yes	No
E.	Place the object **NEXT TO** the container.	Yes	No
F.	Place the object **BELOW** the container.	Yes	No
G.	Place the object **IN FRONT OF** the container.	Yes	No

5. Counts objects to demonstrate one-to-one correspondence and writes the number to represent the set. Assessment Date:_____
(Counting & Cardinality: **CC.A.3**)

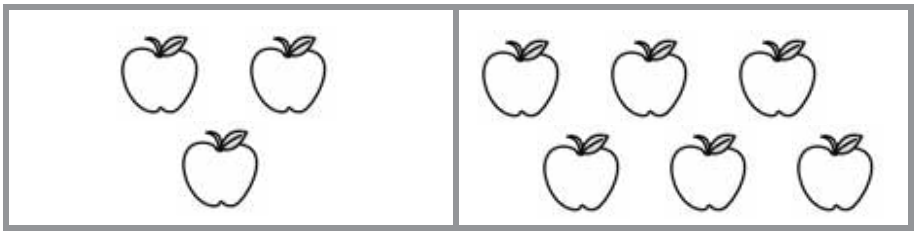
Instruct the child to count the objects in the first box and write the number of objects in the second box.



6. **Writes numbers 1-10** (Counting & Cardinality: **CC.A.3**) Assessment Date:_____

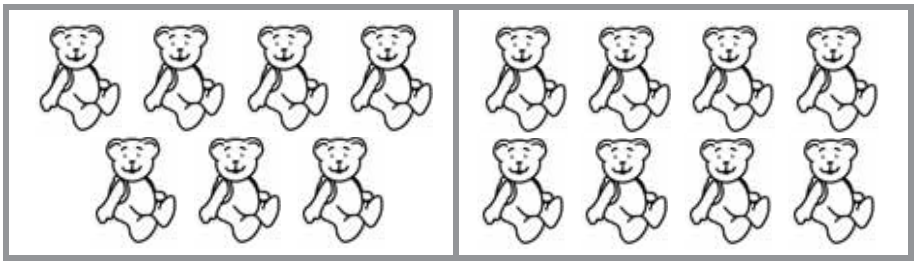
Instruct the child to write numerals 1-10 in the boxes below.

7. **Identifies more/less** (Counting & Cardinality: **CC.C.6)** Assessment Date:_____

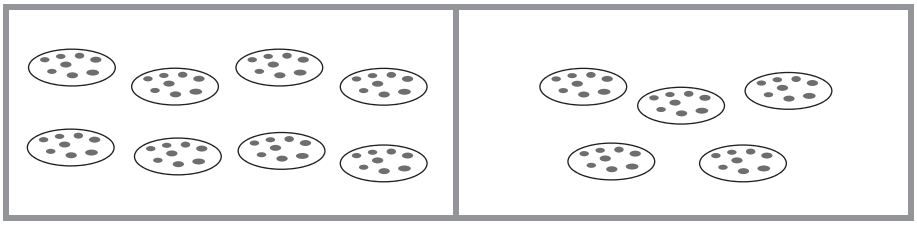


Circle the set that has more.

Circle the set that has less.



Circle the set that has less.



Circle the set that has more.

Comments/Notes:

Starfall Kindergarten Math

Entry Assessment Checklist

Use a (**+**) to indicate mastery, an (**R**) for needs review, and a (**-**) for skills not yet mastered.

NAME	Numeral	Counts to __	Counts from 4-10	Counts from 11-20	Identify Circle	Identify Triangle	Identify Oval	Identify Square	Identify Rhombus	Identify Rectangle	In	Beside	Above	Under	Next to	Below	In front of	Counts Objects	Writes numerals 1-10	More / less

Starfall Kindergarten Math Progress Monitoring Assessment Tool

Mid-Year Assessment

Child's Name: _____ Birth Date: _____

(Indicate the date of assessment next to each section. Re-assess and date any content not mastered during the initial assessment.)

1. **Recognizes numerals 10-20.** (Counting & Cardinality: **CC.A.3**) Assessment Date:_____

12	15	11	18
20	10	13	16
14	17	19	

2. **Counts to a given number beginning at one** (Counting & Cardinality: **CC.A.1**) **and counts from a given number.** (Counting & Cardinality: **CC.A.2**) Assessment Date:_____

A. Counts by tens to _____ .		
B . Counts forward from 21 to 30.	Yes	No
Comments: _____		

3. **Identifies whether a number of objects in one group is greater than, less than, or equal to the number in another group.** (Counting & Cardinality: **CC.C.6**) Assessment Date:_____

Materials: Connect Cubes.

Create the following sets with connect cubes:

A. 5 in one set / 9 in another.

Ask: ***Which group has more?***	Yes	No

B. 8 in one set / 10 in another.

Ask: ***Which group has less?***	Yes	No

C. 5 in one set / 3 in another set / 5 in another set

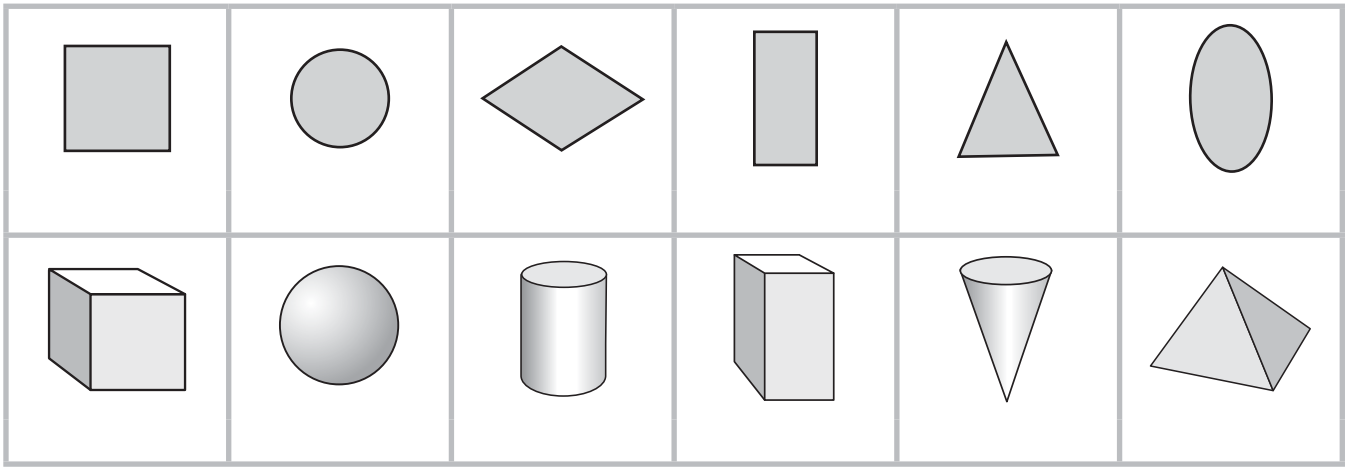
Ask: ***Which two groups have an equal number of cubes?***	Yes	No

4. Compares two written numerals between one and ten Assessment Date:_____
(Counting & Cardinality: **CC.C.7**)

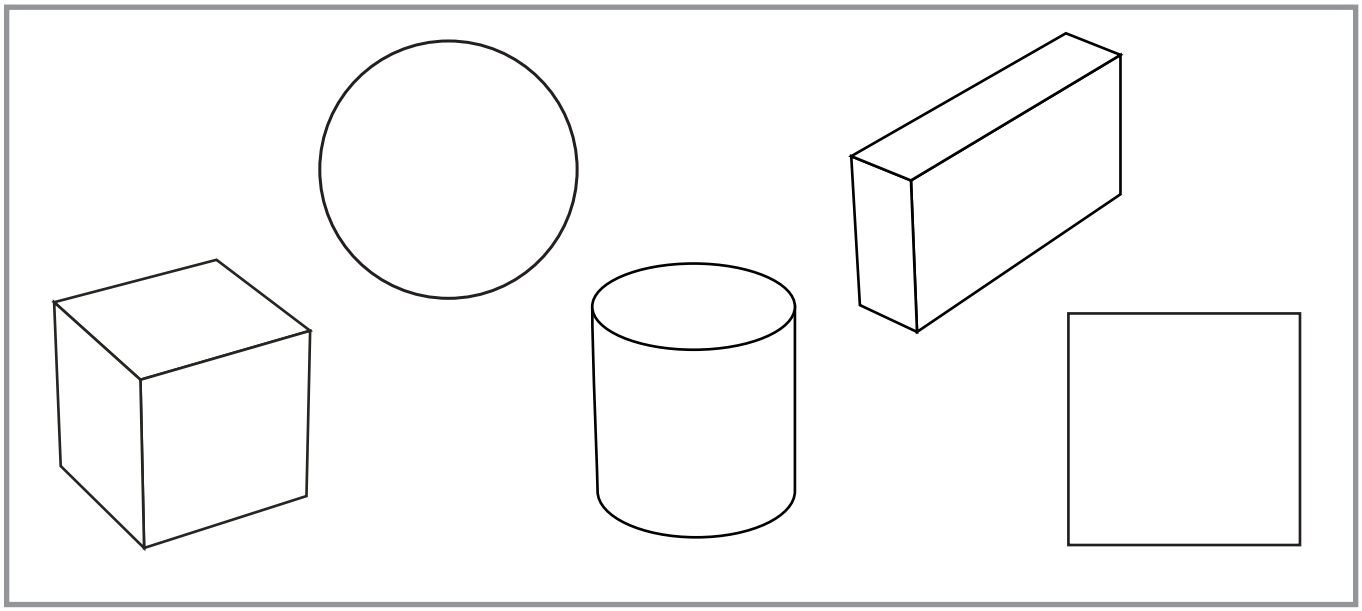
6	1	Ask: ***Which of these two numbers is greater than the other?*** Yes No
4	8	Ask: ***Which of these two numbers is less than the other?*** Yes No
5	2	Ask: ***Which of these two numbers is less than the other?*** Yes No
9	3	Ask: ***Which of these two numbers is greater than the other?*** Yes No

5. Identifies shapes as two-dimensional or three-dimensional Assessment Date:_____
(Geometry: **G.A.3**)

Instruct the child to identify each two-dimensional and three-dimensional shape. Indicate mastery by placing a **+** under the shape.



Instruct the child to circle the solid shapes and color the flat shapes.



6. Shows that numbers from 11-19 represent a group of ten ones and some additional ones. (NBT.1)

Assessment Date:_____

Materials: 25 connect cubes

Do the following example with the child:

Say: ***If I wanted to make a set of 15 by making a set of ten and a set of leftover ones, what would it look like?*** (assist child in constructing a tower of 10 and 5 individual cubes next to it. Disassemble the cubes.) ***Now you try some by yourself.***

Say: ***Make 12 using a set of ten and ones.***	Yes	No
Say: ***Make 16 using a set of ten and ones.***	Yes	No
Say: ***Make 21 using a set of ten and ones.***	Yes	No

7. Describes measurable attributes of objects, such as length. (Measurement & Data: **MD.A.1**)

Assessment Date:_____

Materials: Paper clips, pencil, book

Say: ***Use the paper clips to measure the pencil.***	Answer _____ Began measuring at baseline? Y N
Say: ***Use the paper clips to measure how wide the book is.***	Answer _____ Began measuring at baseline? Y N

8. Identifies, describes, or extends simple patterns. (Starfall.**OA.1**)

Materials: 10 Pencils and 10 crayons

Create an AB pattern for the child using a pencil and a crayon.

Say: ***Look at this pattern. What is the rule for this pattern?*** _____

Continue the pattern using these pencils and crayons: Yes No

Create an AABB pattern for the child using pencils and crayons.

Say: ***Look at this pattern. What is the rule for this pattern?*** _____

Continue the pattern using these pencils and crayons: Yes No

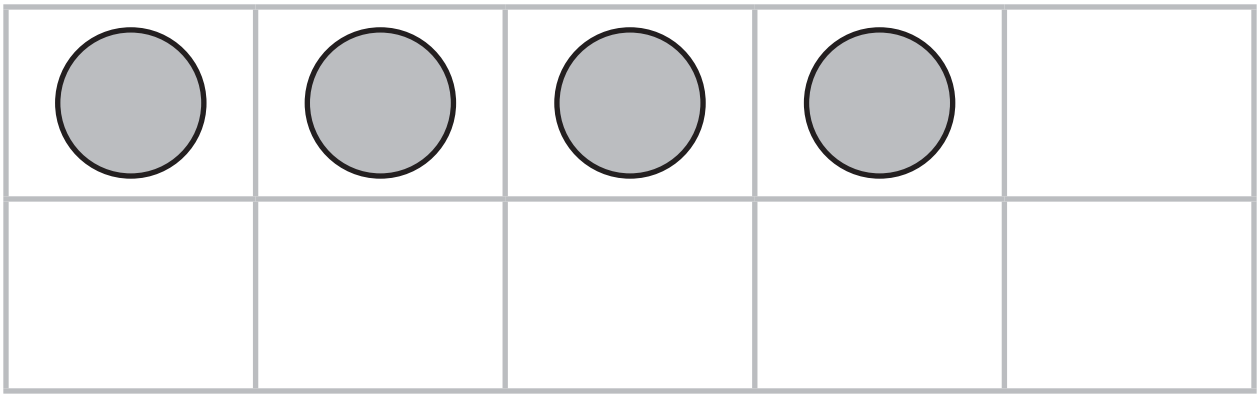
9. Finds the number that makes ten when added to a given number and records the answer with a drawing. (K.OA.A.4.)

Assessment Date:_____

A. Ask: ***How many circles are there?*** _____

B. Ask: ***How many more do you need to make ten?*** _____

C. Instruct the child to draw circles to complete the ten-frame and to finish the equation below.



4 + _____ = 10

10. Classifies objects into given categories and counts the number of objects in each category.
(Measurement & Data: **MD.B.3**)

Assessment Date:_____

Materials: An assortment of attribute blocks with a variety of shapes, sizes and colors.

Say: ***Sort these blocks by color.*** Ask: ***How many (color) blocks do you have?***	Yes No _____
Say: ***Sort these blocks by shape.*** Ask: ***How many circles do you have in your set?***	Yes No _____
Say: ***Sort these blocks by size.*** Ask: ***How many small blocks do you have?***	Yes No _____

11. Counts objects in a scattered configuration to 10.
(Counting & Cardinality; **CC.B.5**)

Assessment Date:_____

1. Place the 7 cubes or counters in a scattered formation. Ask the child to count the cubes/counters. Write the number on the line and indicate the strategy used to count. (i.e. Child touched each counter, child rearranged the counters to count, etc.).

number	strategy

2. Repeat with 9 scattered cubes or counters.

number	strategy

12. Represents addition with manipulatives. Assessment Date:_____
(Operations & Algebraic Thinking: **CC.OA.A.1**)

Provide 10 counters to the child. Explain that counters can be used to help solve the problem. Read each story and write the child's answer.

Story 1

Backpack Bear had 2 cookies. His friend gave him 3 more cookies. How many cookies does Backpack Bear have now?

Answer: _____ Comments:

Story 2

There were 7 flowers in your garden. Two more flowers grew. How many flowers are in your garden now?

Answer: _____ Comments:

13. Writes numerals from 11-20 (Counting & Cardinality: **CC.A.3**) Assessment Date:_____

Have children write the numerals 11-20 in the boxes below.

Starfall Kindergarten Math

Mid-Year Assessment Checklist

Use a (**+**) to indicate mastery, an (**R**) for needs review, and a (**-**) for skills not yet mastered.

NAME	Numeral recognition	Counts to __	Counts by 10's	Counts from 21 - 30	Compares groups	Compares numerals	Identifies 2D shapes	Identifies 3D shapes	Distinguishes 2D/3D shapes	Makes sets	Measures	Makes patterns	Adds to make 10	Sorts by color	Sorts by shape	Sorts by size	Counts objects	Solves addition story problems	Writes numerals 11-20

Starfall Kindergarten Math Progress Monitoring Assessment Tool

Exit Assessment

Child's Name: _____Birth Date: _____

(Indicate the date of assessment next to each section.)

1. **Represents addition and subtraction in a variety of ways.** Assessment date:_____
(Operations and Algebraic Thinking: **OA.A.1**)

Materials: Provide counters

Read story problems aloud to child, and record his or her answers.

Backpack Bear and his friend went to the zoo. Then 3 more friends joined them. How many tickets will they need to buy to get into the zoo?	_____
Backpack Bear and his mom went on a picnic. They brought 4 honey sandwiches. They ate 2 of the honey sandwiches. How many honey sandwiches did they have left?	_____

2. **Decomposes (breaks apart) numbers in a variety of ways.** Assessment date:_____
(Operations and Algebraic Thinking: **OA.A.3**)

Materials: Provide a train using 7 connect cubes.

Instruct the child to divide the cubes into 2 groups.

Ask: ***How many cubes are in each group?***

How many cubes are there altogether?

Write the number sentence.

Ask: ***Is there another way you could divide the 7 cubes into two groups?***

How many cubes are in each group?

How many cubes are there altogether?

Write the number sentence.

Materials: Provide 9 connect cubes.

Instruct the child to divide the cubes into two groups.

Ask:

How many cubes are in each group?

How many cubes are there altogether?

Write the number sentence.

3. **Fluently adds and subtracts within one to five.** Assessment date:_____
(Operations and Algebraic Thinking: **OA.A.5**)

Instruct the child to listen to and answer the following addition and subtraction problems. The child may use his or her fingers if needed.

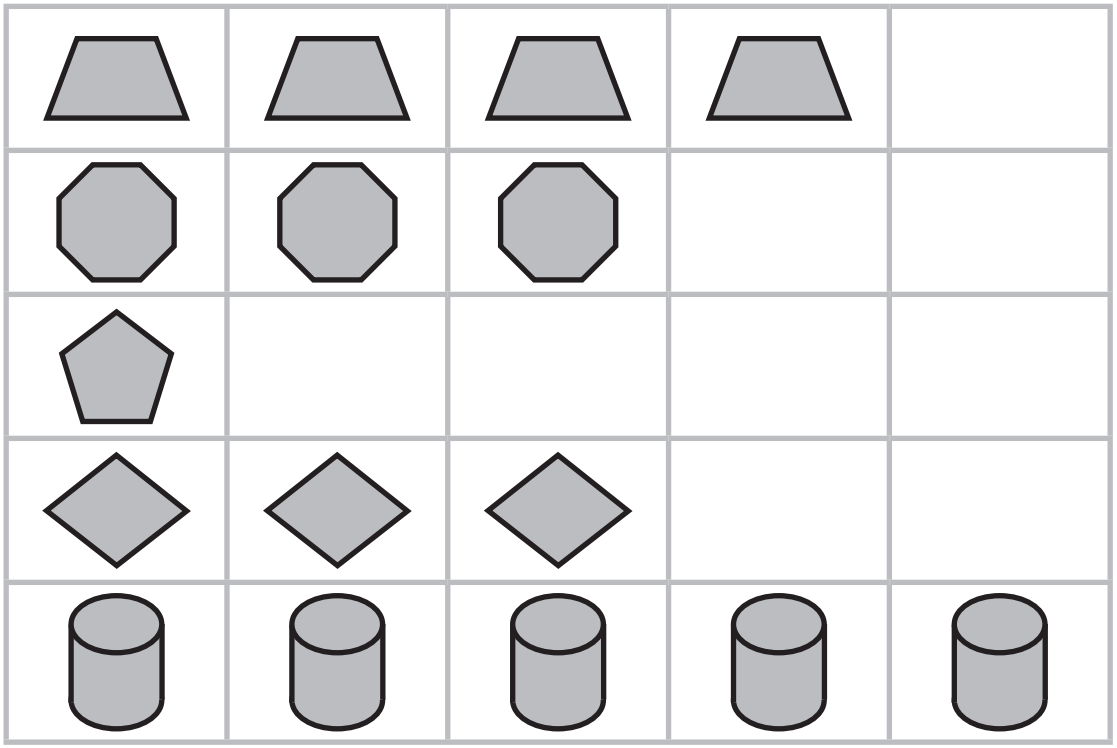
2 + 3 = _____	3 + 2 = _____	0 + 4 = _____	1 + 4 = _____
5 – 2 = _____	3 – 3 = _____	5 – 0 = _____	4 – 1 = _____
5 – 4 = _____	4 + 1 = _____	3 – 2 = _____	2 – 0 = _____

4. Identify and give the value of each coin. (Starfall Money: **M.1**) Assessment date:_____

Point to each coin. Ask the child to identify the coin and tell its value.

Coin	Value

5. Use and interpret graphs. (Starfall Measurement & Data: **MD.2**) Assessment date:_____
Assess identification of shape and interpretation of the graph.



Ask:

A. ***Which shape are there the most of?***
B. ***Which shape are there the least of?***
C. ***Which two shapes are there an equal number of?***
D. ***How many more trapezoids are there than octagons?***

6. **Counts to answer how many objects are in an array.** Assessment date:_____
(Counting and Cardinality: **CC.B.5**)

Materials: 20 connect cubes

Instruct the child to create an array using the connect cubes.

Ask: ***How many cubes are in your array?***

_____ Note if child counted by 1's, 2's, 5's or 10's.

7. **Measurement** (Measurement and Data: **MD.A.2**) Assessment date:_____

Materials: Bottle of glue and a pencil

Ask: ***Which object is longer?*** _____ (answer)

Ask: ***Which object is heavier?*** _____ (answer)

Starfall Kindergarten Math

Exit Assessment Checklist

Use a (**+**) to indicate mastery, an (**R**) for needs review, and a (**-**) for skills not yet mastered.

NAME	Solves story problem (+)	Solves story problem (-)	Counts groups	Adds sets	Writes number sentences	Adds	Subtracts	Knows value of a nickel	Knows value of a penny	Knows value of a dime	Knows value of a quarter	Interprets graph (most)	Interprets graph (least)	Interprets graph (equal)	Interprets graph (how many more than)	Creates an array	Measures length	Measures weight

Summative Assessment: Unit 2: Week 3
Shape Assessment (CCSS.G.A.2)

Directions: Show a Shape Picture Card to the child. Instruct the child to say: ***I know this is a*** _____ ***because*** _____**.** The child fills in the blanks by naming the shape and its attributes. For example: ***I know this is a triangle because it had 3 straight lines and 3 angles.*** Repeat for each shape.

Name						Comments

Indicate correct responses with **+**.

Summative Assessment: Unit 2: Week 4
Counting (CCSS.K.CC.A.1)

Directions: Ask each child to count orally, as far as he or she can. Stop the child when he or she counts incorrectly or doesn't know the next number. Record the last number the child counts to correctly.

Name	Counts to:	Comments

Summative Assessment: Unit 3: Week 5
Writing Numbers (CCSS.CC.A.3)

Directions: Distribute a sheet of paper and a pencil or crayons to each child. Say: ***Listen to the number I say and then write it on your paper. You may use the Number Cards to help you remember how to write them***. Say a number and pause for the children to write it (or something close) on their papers. Continue saying the remaining numbers in random order and pausing for children to write them. Record each child's ability to write the numbers.

Name	0	1	2	3	4	5	6	7	8	9

Indicate correct responses with **+**.

Summative Assessment: Unit 3: Week 6
Measurement (CCSS.MD.A.1)

Directions: Distribute a classroom object to measure and paper clips or connect cubes to each child. Explain to the children that their job is to use the paper clips or connect cubes to measure the objects. After measuring, the children trade objects and measure again.

Indicate mastery for children who measure the objects by placing the paper clips or connect cubes at the baseline of the object and continuing to the other end.

Name	Measures objects correctly		Comments
	Yes	No	

Summative Assessment: Unit 4: Week 7
Positional Words (CCSS.G.A.1)

Directions: Distribute the Positional Words worksheet to each child. Read the directions in each box. Record the results.

Name	beside	under	in	above	in front of	behind	on top of	Comments

Indicate correct responses with **+**.

Summative Assessment: Unit 4: Week 8
Identifying Coins (Starfall M.1)

Directions: Ask children to name each coin and tell its value.

Name	Penny name/value		Nickel name/value		Dime name/value		Comments

Summative Assessment: Unit 4: Week 9
Identifying Greater Than (CCSS.CC.C.6)

Directions: Observe children playing the High/Low Game to determine if each child has an understanding of which number is greater than another number. (See the Teacher's Guide Unit 4: Week 9, Day 5 for instructions.)

Name	Identifies numbers greater than	Comments

Indicate correct response with **+**.

Summative Assessment: Unit 5: Week 10
Before / After (CCSS.CC.C.6)

Directions: Say a number. Ask the child to give the numbers that come before and after that number.

Name	Before	After	Comments

Indicate correct responses with **+**.

Summative Assessment: Unit 5: Week 11
Identifying Tens and Ones (CCSS.NBT.A.1)

Directions: Show children a Number Card (8-16). Ask them to use cubes to represent the number in a group of ten and ones. Observe whether the children are able to build a group of ten and the correct number of ones.

Name	Constructs tens and ones	Comments

Indicate correct response with **+**.

Summative Assessment: Unit 5: Week 12
Number Recognition 11-20 (CCSS.CC.A.3)

Directions: Show each child the Number Cards (11-20) in random order, and ask him or her to identify each number.

Name	11	12	13	14	15	16	17	18	19	20

Indicate correct responses with **+**.

Summative Assessment: Unit 6: Week 13
Skip Counting by Tens (CCSS.CC.A.1)

Directions: Listen to each child individually skip count by tens. Indicate the last number counted to correctly.

Name	10	20	30	40	50	60	70	80	90	100	100+

Indicate correct responses with **+**.

Summative Assessment: Unit 6: Week 14
3D Shapes (CCSS.G.A.3)

Directions: Observe each child identifying the 3D shapes in paper bags by feel. (See the Teacher's Guide Unit 6: Week 14, Day 5 for instructions.)

Name	cube	sphere	cone	rectangular prism	pyramid	cylinder

Indicate correct responses with **+**.

Summative Assessment: Unit 6: Week 15
3D Shapes (CCSS.G.B.4)

Directions: Show each child 3D Shape Picture Cards, one at a time. Ask the child to describe at least one property of each shape.

Name	sphere	cube	cone	cylinder	pyramid	rectangular prism

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 7, Week 16

Number Patterns (K.CC.A.3)

Directions: Observe the children as they match number representations to the corresponding numerals (4 through 9).

Name	4	5	6	7	8	9

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 7, Week 17

Solve Equations (K.OA.A.5) Sort by Answer (K.MD.B.3)

Directions: Observe the children as they solve equations and sort Equations Cards for the numbers 5-9. Indicate proficiency levels for each skill (+ or -) and record your observations.

Name	Solves Equations	Sorts	Comments

Summative Assessment Checklist: Unit 7, Week 18

Write Equations for 10 (K.OA.A.3)

Directions: Observe the children as they write equations to equal 10. Indicate proficiency (+ or -) and record your observations.

Name	Writes Equations	Comments

Summative Assessment Checklist: Unit 8, Week 19

Identifies the Larger of Two Numbers (K.CC.B.4)

Directions: Show individual children a domino. They identify the larger number (of dots) and count on from that number. Repeat with several dominoes.

Name	Identifies Larger Number	Counts on from a given number

Summative Assessment Checklist: Unit 8, Week 20

Create Addition Problems to 10 (K.OA.A.3)

Directions: The children draw Number Cards and write the number that when added to the number on the card equals 10.

Name	Creates Addition Problem to 10	Comments

Indicate correct responses with +.

Summative Assessment Checklist: Unit 9, Week 21

Understands Subtraction Story Problems (K.OA.A.2)

Directions: Assess children's understanding of subtraction story problems and record your observations.

Name	Understands Story Problems	Comments

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 9, Week 22

Form subtraction equations and solve (K.OA.A.1)

Directions: Flash Subtraction Equation Cards and children use connect cubes to represent and solve the equations.

Name	Forms Equations	Solves Equations

Indicate correct response with **+**.

Summative Assessment Checklist: Unit 10, Week 23

Adding and Subtracting Within 5 (K.OA.A.5)

Directions: Children use counters to solve addition and subtraction problems within 5 (workbook page 24).

Name	Solves Addition Problems	Solves Subtraction Problems

Indicate correct responses with +.

Summative Assessment Checklist: Unit 10, Week 24

Understands the meaning of plus and minus signs and solves addition and subtraction problems (K.OA.A.1)

Directions: The children spin a plus or minus sign then add or subtract to solve problems.

Name	Knows Plus Sign	Solves Addition Problems	Knows Minus Sign	Solves Subtraction Problems

Indicate correct response with **+**.

Summative Assessment Checklist: Unit 11, Week 25

Measures classroom objects correctly (end-to-end, no gaps or overlaps) using nonstandard units of measure (K.MD.A.2)

Directions: Children choose a classroom object, such as a book, marker, crayon or sheet of paper. They use a nonstandard unit of measure, such as a connect cube, domino or paper clip to measure the object.

Name	Measures Objects Correctly	Comments

Summative Assessment Checklist: Unit 11, Week 26

Measure Surface Area (K.MD.A.1)

Directions: The children measure surface area by gluing paper tiles to a designated space and counting them on the "Measuring Surface Area" worksheet.

Name	Covers entire surface area	Counts tiles correctly

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 11, Week 27

Measuring Capacity

Directions: The children measure items into an empty container using a cup and record the results.

Name	Demonstrates understanding of capacity	Comments

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 12, Week 28

Place Value - tens and ones (K.NBT.A.1)

Directions: The children complete worksheets identifying tens and ones then create their own sets and write the matching numbers.

Name	Correctly identifies tens and ones	Comments

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 12, Week 29

Number Representations (K.OA.A.4)

Directions: Flash a Number Card between 5 and 10. The children create sets to represent the number using connect cubes. Repeat for Number Cards 11 through 20.

Name	Creates representations	Comments

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 13, Week 30

Tells time to the hour (Starfall.Math.MD.1)

Directions: The children place an hour hand in a "clock" (Hula hoop or circle) and guess the time.

Name	Understands time to the hour	Comments

Indicate correct responses with **+**.

Summative Assessment Checklist: Unit 13, Week 31

Measurement Overview (K.MD.A.1)

Directions: The children reveal Measuring Tools Cards and explain how the tools are used to measure.

Name	Understands concepts of measurement	Comments

Indicate correct responses with **+**.