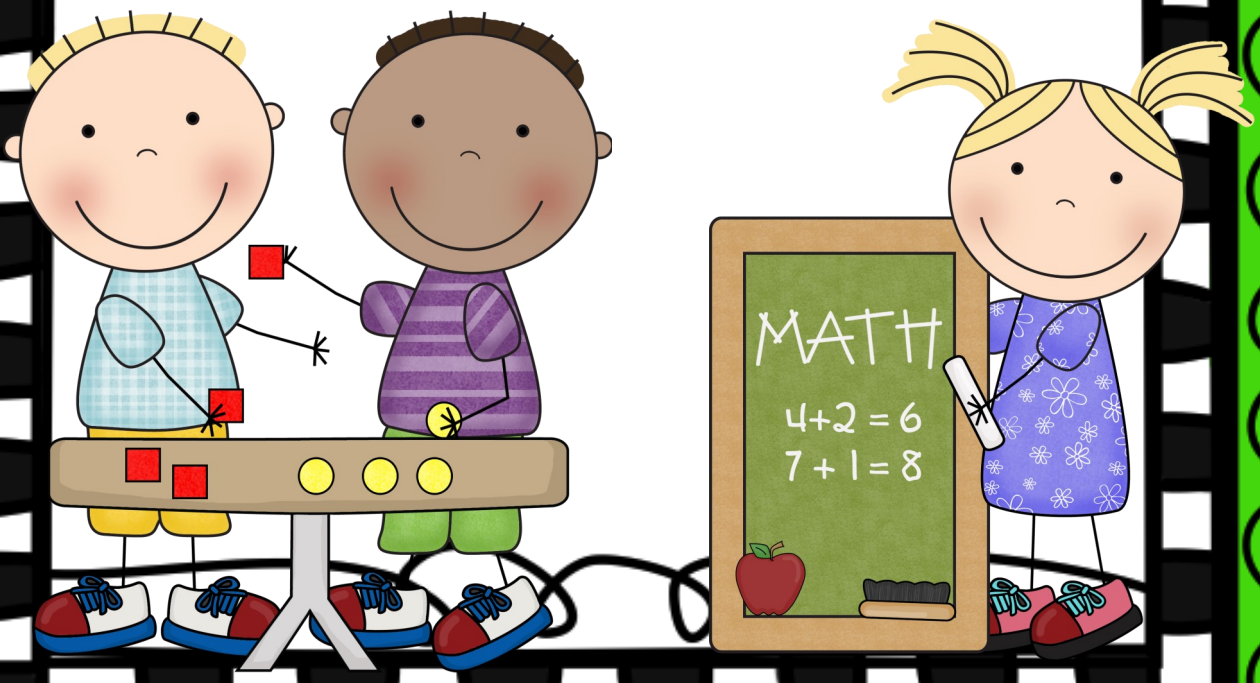
Murray City School District

Mathematics

Eureka Aligned

Benchmark Assessments

Kindergarten



Introduction

Welcome to the Murray School District Mathematics Benchmark Assessment Guide for kindergarten.

Layout:

- Organization — assessments are organized by term. KEEP will be the term 4 assessment.
- Standards — each term lists the essential standards that will be assessed. Red text beneath the standard language indicate to what extend the standard will be assessed.
- Rubric — each term contains a scoring rubric based on a scale from 0–4.
- Instructions — assessment instructions and a list of necessary materials for each standard be assessed.
- Assessments — master copies for student view or use are included for each term.

Expectations:

- Follow the Eureka Math scope and sequence in conjunction with the Utah Core Standards.
- Know and teach the Utah Core Standards (see Core Guides), including the Mathematical Practice Standards.
- Create, teach, and post daily learning targets with success criteria.
- Plan lessons in advance, anticipate barriers, and create scaffolds for Tier I instruction.
- Explicitly teach academic and content vocabulary found in Eureka and the Utah Core.

- Record student progress on essential standards (formative & summative) all year.
- To accurately assess student learning, teachers should use the instructions and promptings given for each assessment. Avoid providing additional prompts or leading students to correct responses. Not only will this lead to inaccurate data, it is also a violation of testing ethics.
- Any standards that are assessed and not passed with a score of 3 or 4 should be retaught and reassessed until mastered.

Please Note:

- The assessments in Term 4 encompass the skills within each standard in their entirety. While the KEEP assessment measures basic kindergarten skills, it does not measure every skill students need to fully be prepared for first grade. In the event we don't have KEEP, use the Term 4 Assessments that follow.
- KEEP does not assess CC.1, CC.6, OA.3, OA.4, or OA.5. Teachers may use the assessments from previous terms to reassess students who have not mastered these 5 standards.

Term

I

Term 1 Essential Math Standards

Term 1 assessments represent essential standards learned in Eureka Math Module 1.

Counting and Cardinality

CC.1. Count to 100 by ones and by tens.

Count by ones to 10

CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Count forward from a given number to 10

CC.3. Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence, (0 represents a count of no objects).

Recognize numbers 0-10
Write numbers 0-10

CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number and each number with the correct quantity of objects.
b. Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number refers to a quantity that is one greater than the previous number

Recognize quantity 0-10
Writing to represent quantity of objects 0-10

CC.5. Use counting to answer questions about "how many." *For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration. Using a number from 1–20, count out* that *many objects*

1 to 1 correspondence 0-10
10 objects in a rectangular array
6 objects in a circle
9 objects scattered

Operations and Algebraic Thinking

OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. For example, 5 = 2 + 3 and 5 = 4 + 1.

Decompose numbers to 5

Term 1 Assessment Rubric

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
CC.1 Oral counting by ones (0-10)	Counts to 10 with 1 mistake	Counts to 10 with 2-3 mistakes	Counts to 10 with 4-5 mistakes	Counts to 10 with 6+ mistakes	0
CC.2 Counting on (2 ways 0-10)	Counts on 2 ways with no mistakes	NA	Counts on 1 way with no mistakes	NA	0
CC.3 Part I Recognize numbers (0-10)	Correctly names 0-10 (all) numbers	Correctly names 8-9 numbers	Correctly names 6-7 numbers	Correctly names 1-5 numbers	0
CC.3 Part 2 Write numbers (0-10)	Writes all 0-11 numbers	Writes 8-9 numbers	Writes 6-7 numbers	Writes 1-5 numbers	0
CC.3 Part 3 Represent Quantity (Subitize)	Correctly says the quantity for all dot cards	Correctly says the quantity for 3 dot cards	Correctly says the quantity for 2 dot cards	Correctly says the quantity for 1 dot card	0
CC.3,4 Write to represent (0-10)	Counts and writes all representations to 10	Counts and writes 8-9 representations	Counts and writes 6-7 representations	Counts and writes 1-5 representations	0
CC.5 1 to 1 correspondence to 10—any configuration	Counts all 3 configurations correctly	Counts 2 configurations correctly	Counts 1 configuration correctly	Makes multiple errors in each configuration	0
OA.3 Decompose numbers	Correctly answers 4	Correctly answers 3	Correctly answers 2	Correctly answers 1	0

Term 1 Assessment Instructions

CC.1. Count to 100 by ones and by tens.

- *Materials: None—verbal counting*
- *Assess individually*
- *Ask each student to start at 1 and count as high as they can*

CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

- *Materials: None—verbal counting*
- *Assess individually*
- *Say to the student, "We are going to practice counting on. Start counting at 3. Keep counting until I say stop." Listen to the student count to 10. Stop the student at 10*
- *Then say, "Start counting at 6. Keep counting until I say stop." Listen to the student count to 10. Stop the student at 10*

CC.3. (Part 1) Read and write numbers using base ten numerals from 0 to 10.

- *Materials: CC.3 – Reading Numbers handout*
- *Assess individually*
- *Show each student the assessment page for this standard.*
- *Ask the students to point and say the name of each number. Students should recognize numbers 0-10 by the end of first term*

CC.3. (Part 2) Read and write numbers using base ten numerals from 0 to 10.

- *Materials: CC.3 – Writing Numbers handout, and a pencil*
- *Assess whole class or in small group*
- *Give each student a copy of the number writing paper*
- *Ask the students to start at 0 and write all their numbers as high as they can or until they get to 10*

CC.3. (Part 3) Represent numbers without counting to name the quantity (subitize).

- *Materials: CC.3—Represent Numbers (subitize) page—Cut out the dot cards prior to the assessment*
- *Assess individually*
- *Lay the cards face down*
- *Tell the student to say the number of dots they see without counting the dots*
- *Show the dot cards for numbers 3, 7, 5, and 2, showing the card for no more than 3-5 seconds. (If the student counts the dots, remind them you want them to do it without counting—give another number if needed)*

CC.3 & 4: CC.3. Read and write numbers using base ten numerals from 0 to 10. Represent a number of objects with a written numeral, in or out of sequence, (0 represents a count of no objects).

- *Materials: CC.3 & 4 Count and Write the Number to Represent Objects handout, and a pencil*
- *Assess whole class or small group*
- *Give each student a copy of the Write to Represent paper for term 1*
- *Ask each student to count the number of objects & write the number in the writing lines at the end of the row*

CC.5. Use counting to answer questions about "how many." *For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration. Using a number from 1–20, count out that many objects.*

- *Materials: A minimum of ten objects for counting (10 frogs, 10 bears, 10 counters, etc.)*
- *Assess individually*
- *Put 10 objects out on the table in an array. Ask the student to touch each item and count how many there are for each configuration.*
- *Repeat the same process with 6 objects in a circle, and 9 objects scattered*

OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. For example, 5 = 2 + 3 and 5 = 4 + 1.

- *Materials: OA.3—Decomposing Numbers handout, crayons, and a pencil*
- *Assess whole class or small group*
- *Ask the students to get out two crayons that are different colors and a pencil*
- *Follow the directions on the worksheet*

5 2 1 3

4 0 8 6

7 10 9

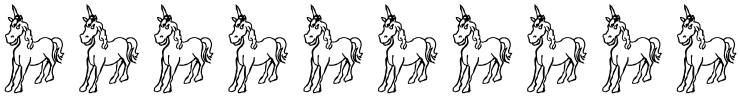
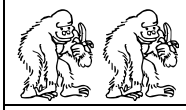
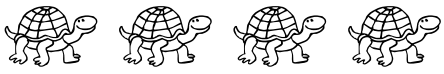
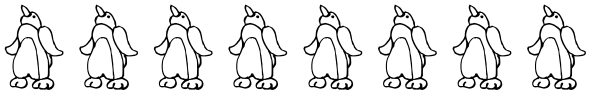
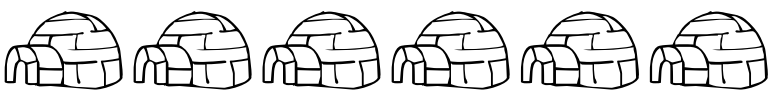
Name:________________________________

I Can Write My Numbers—Term 1

CC.3 & 4 count and write the number to represent the objects.

Name:_____

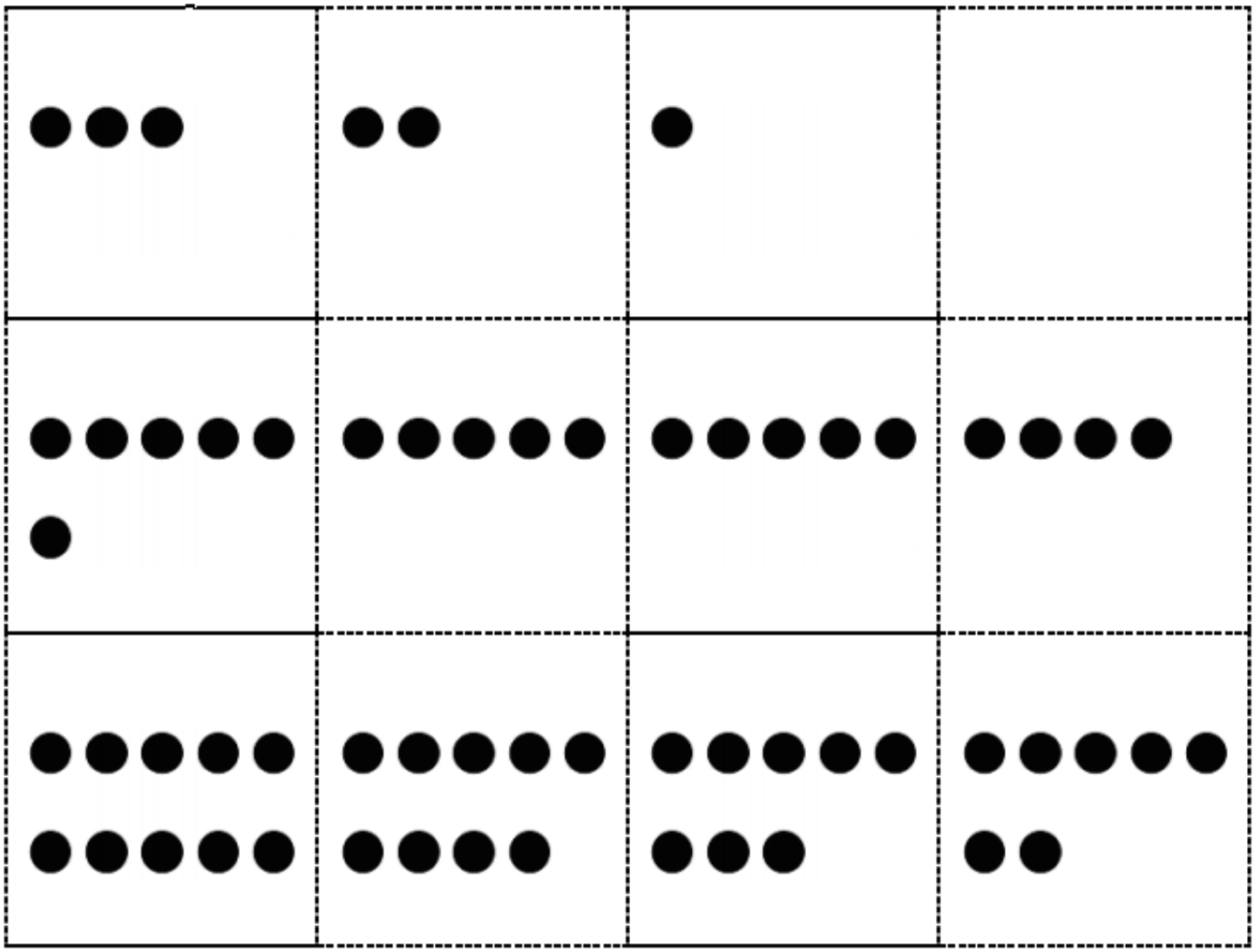
Write to Represent—Term 1

	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____
	_____ _____

CC.3— Represent Numbers (Subitize)

Note: This is a subitizing activity, so students will need to tell the quantity of dots WITHOUT counting them.

Subitizing is the ability to tell the number of objects in a set quickly without counting. Subitinzing develops math fluency. When students recognize sets without having to count each object, it helps develop number sense and the ability to perform mental math.



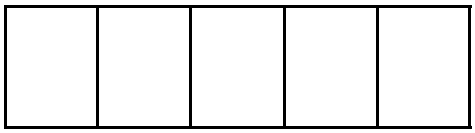
Name_____

Decomposing Numbers—Term 1

Decompose each number two different ways. Using two colors of crayons, color the squares showing two parts of the whole number. Then write the matching number sentence.

3 =____+ ____

3 =____+ ____



5 =____+ ____

5 =____+ ____

Term

2

Term 2 Essential Math Standards

Term assessments represent essential standards learned in Eureka Math Modules 2 & 3.

Counting and Cardinality

CC.3. Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence, (0 represents a count of no objects).

Recognize numbers 0-10
Write numbers 0-10

CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number and each number with the correct quantity of objects.
b. Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number refers to a quantity that is one greater than the previous number

Write from 0-10
Writing to represent objects 0-10
Understand quantity that is one greater

CC.6. Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.

Objects between 1 and 10

CC.7. Compare two numbers between 1 and 10 presented as written numerals using "greater than," "less than," or "equal to."

Numerals between 1 and 10

Term 2 Assessment Rubric

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
CC.3 Part 1 Recognize numbers (0-10)	Correctly matches 0-10 (all) numbers	Correctly matches 8-9 numbers	Correctly matches 6-7 numbers	Correctly Matches 1-5 numbers	0
CC.3 Part 2 Write numbers (0-10)	Writes all 10-11 numbers	Writes 8-9 numbers	Writes 6-7 numbers	Writes 1-5 numbers	0
CC.3,4 Write to represent (0-10)	Writes 10 numbers	Writes 8-9 numbers	Writes 6-7 numbers	Writes 1-5 numbers	0
CC.4 One Greater (0-10)	Correctly answers 4	Correctly answers 3	Correctly answers 2	Correctly answers 1	0
CC.6 Greater than, Less Than, Equal To With Objects To 10	Correctly answers 3 (with ease)	Correctly answers 3 (with hesitation)	Correctly answers 2	Correctly answers 1	0
CC.7 Greater than, Less Than, Equal To With Numerals To 10	Correctly answers 5	Correctly answers 4	Correctly answers 3	Correctly answers 1-2	0

Term 2 Assessment Instructions

CC.3. (Part 1) Read and write numbers using base ten numerals from 0 to 10.

- *Materials: CC.3 – Reading Numbers handout*
- *Assess individually*
- *Show each student the assessment page for this standard.*
- *Ask the students to point and say the name of each number.*

CC.3. (Part 2) Read and write numbers using base ten numerals from 0 to 10.

- *Materials: CC.3 – Writing Numbers handout, and a pencil*
- *Assess whole class or in small group*
- *Give each student a copy of the number writing paper*
- *Ask the students to start at 0 and write all their numbers as high to 10 or higher*

CC.3 & 4: CC.3. Read and write numbers using base ten numerals from 0 to 10. Represent a number of objects with a written numeral, in or out of sequence, (0 represents a count of no objects).

- *Materials: CC.3 & 4 Count and Write the Number to Represent Objects handout, and a pencil*
- *Assess whole class or small group*
- *Give each student a copy of the Write to Represent paper for term 1*
- *Ask each student to count the number of objects & write the number in the writing lines at the end of the row*

CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
c. Understand that each successive number refers to a quantity that is one greater than the previous number.

- *Materials: one die (six-sided with dots)*
- *Assess individually*
- *Have the student roll the die and tell you the number*
- *Then ask, "what is one more?"*
- *Repeat 4 times (rolling the die, telling the number and asking "what is one more?')*
- *If the students rolls the same number more than once, have them roll again.*
- *If a student says the number on the die incorrectly, but answer one more than that number, count it as correct. (We are assessing* each successive number refers to a quantity that is one greater than the previous number, NOT subitizing or 1:1)

CC.6. Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.

- ***See example on page 20*** *(You do not need to label each section "more", "less" and "same")*
- *Assess Individually*
- *Materials: 4 pieces of colored paper, approximately 32 counters (or bears, cubes, etc.)*
    1. *Place 8 counters on one of the papers*
    2. *Place another colored paper for the student's counters*
    3. *Ask them to place counters so they are equal or the same as your amount, on their paper*
    4. *Place a paper on the left— ask them to make an amount less than your amount*
    5. *Place a paper on the right—ask them to make an amount greater than your amount*
- *Clear the counters and repeat steps 1-5 for the numbers 6 and 9.*

CC.7 Compare two numbers between 1 and 10 presented as written numerals using "greater than," "less than," or "equal to."

- *Materials: CC.7 Compare Numbers handout—Assess individually*
- *Row 1: "Are these numbers equal?" (NO) "Which number is greater" (Student should say 9)*
- *Row 2: "Are these numbers equal?" (NO) "Which number is less" (Student should say 2)*
- *Row 3 "Are these numbers equal?" (NO) "Which number is greater" (Student should say 10)*
- *Row 4 "Are these numbers equal?" (Student should say YES)*
- *Row 5 "Are these numbers equal?" (NO) "Which number is less" (Student should say 5)*

5	2	1	3
4	0	8	6
7	10	9	

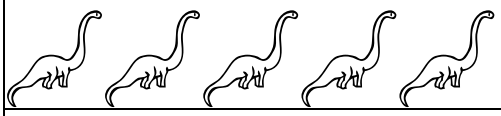
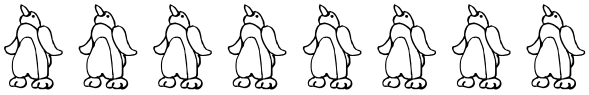
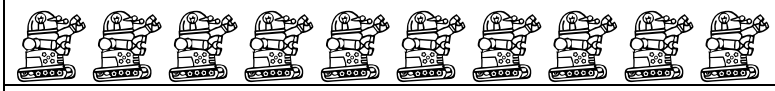
Name:________________________________

I Can Write My Numbers—Term 2

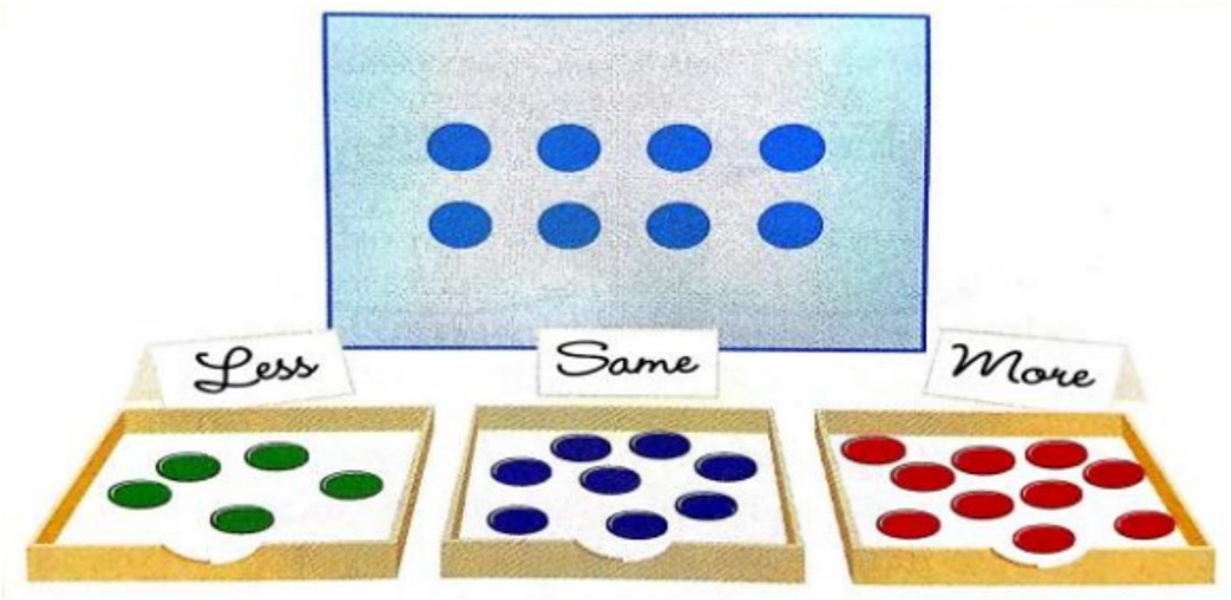
CC.3 & 4 count and write the number to represent the objects.

Name:_____

Write to Represent—Term 2

Here is a sample of what this individual assessment would look like. You can use colored cardstock instead of boxes for the 3 sections: Less, Same and More. The counters do not need to be different colors and you do not need to label each section with the words Less, Same and More.



4	9

6	2

10	7

3	3

8	5

Term

3

Term 3 Essential Math Standards

Term 3 assessments represent essential standards learned in Eureka Math Modules 4.

Counting and Cardinality

CC.1 Count to 100 by ones and by tens

Count from 1—20

CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Count forward from a given number to 20

CC.3. Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence, (0 represents a count of no objects).

Recognize numbers 0-10

Write numbers 0-10

CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number and each number with the correct quantity of objects.

b. Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number refers to a quantity that is one greater than the previous number

Count one greater than the previous number (to 10)

Operations and Algebraic Thinking

OA.1 Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. *For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.*

OA.2 Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem.

OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. For example, 5 = 2 + 3 and 5 = 4 + 1.

OA.4 Make sums of 10 using any number from 1 to 9. *For example, 2 + 8 = 10.* Use objects or drawings to represent and record the answer.

OA.5 Fluently add and subtract using numbers within 5.

Term 3 Assessment Rubric

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
CC.1 Orally Count by Ones (0-20)	Counts to 20 with 1 mistake	Counts to 20 2-3 mistakes	Counts to 20 4-5 mistakes	Counts to 20 6+ mistakes	0
CC.2 Count on 2 ways Within Ten	Counts on 2 ways with no mistakes	NA	Counts on 1 way with no mistakes	NA	0
CC.3 Write Numbers (0-10)	Writes all 10-11 numbers	Writes 8-9 numbers	Writes 6-7 numbers	Writes 1-5 numbers	0
OA.1 Represent Addition and Subtraction (Form A or B) (0-10)	Correctly answers 4	Correctly answers 3	Correctly answers 2	Correctly answers 1	0
OA.2 Solve addition word problems	Correctly answers 4	Correctly answers 3	Correctly answers 2	Correctly answers 1	0
	Mark any **problem type** the student could NOT solve: Add to/Result unknown — Put Together-Take Apart/Result Unknown Take From/Result Unknown — Put Together-Take Apart/Both Addends Unknown				
OA.3 Decompose Numbers Within Ten	Correctly answers 4	Correctly answers 3	Correctly answers 2	Correctly answers 1	0
OA.4 Make Sums to Ten	Correctly answers 8	Correctly answers 6-7	Correctly answers 4-5	Correctly answers 1-3	0
OA.5 Addition Fluency Within Five	Correctly answers 9-10	Correctly answers 7-8	Correctly answers 6	Correctly answers 1-5	0
OA.5 Subtraction Fluency Within Five	Correctly answers 9-10	Correctly answers 7-8	Correctly answers 6	Correctly answers 1-5	0

Term 3 Assessment Instructions

CC.1 Count to 100 by ones and by tens.

- *Materials: None—Oral counting to 20*
- *Assess individually*
- *Ask student to start at one and count until I tell you to stop (can stop at 20)*

CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

- *Materials: None—verbal counting*
- *Assess individually*
- *Say to the student, "We are going to practice counting on. Start counting at 8. Keep counting until I say stop." Listen to the student count to 20. You can stop the student at 20. Then count on from 13 (stop at 20).*

CC.3 Read and write numbers using base ten numerals from 0 to 20.

- *Materials: CC.3 Number Writing handout, and a pencil*
- *Assess whole class or in small group.*
- *Ask the students to start at 0 and write all their numbers to ten or higher*

OA.1 Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.

- *Materials: OA.1—Represent Addition handout (either form A or form B) and a pencil*
- *Materials: OA.1—Represent Subtraction handout (either form A or form B) and a pencil*
- *Assess whole class or in small groups*
- *Ask the students to solve the problems by matching the picture to the number sentence (equation)*

OA.2 Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem.

- *Materials: OA.2—Solve +/- word problems, 10 manipulatives of the same color, scratch paper, pencil*
- *Assess individually*
- *Tell the student that you are going to tell them a story and you want them to show you how to solve it using objects or by writing the equation.*
  - ⇒ *Story 1 (Add to—Result unknown): "Four bunnies sat on the grass. Three more bunnies came over to join them. How many bunnies are on the grass now?"*
  - ⇒ *Story 2 (Put together/Take apart—Total unknown): "There were some apples in a bowl. Two apples were red and five were green. How many apples were in the bowl?"*
  - ⇒ *Story 3 (Take from—Result unknown): "Six kids are having fun on the playground. Then four kids go back inside. How many kids are on the playground now?"*
  - ⇒ *Story 4 (Put together/Take apart—add/subtract): "Grandma has nine flowers. How many can she put in her red vase and how many can she put in her blue vase?"*

OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. For example, 5 = 2 + 3 and 5 = 4 + 1.

- *Materials: OA.3—Decomposing Numbers handout, crayons, and a pencil*
- *Assess whole class or small group*
- *Ask the students to get out two crayons that are different colors and a pencil*
- *Follow the directions on the worksheet*

OA.4 Make sums of 10 using any number from 1 to 9. *For example, 2 + 8 = 10.* Use objects or drawings to represent and record the answer.

- *Materials— OA.4—Making Sums of Ten, and a pencil*
- *Assess individually or in small group*
- *Have 15 cubes of the same color available to the student*
- *Give the student 3 cubes. Say to the student, "Show me how many more cubes to make 10."*
- *Then give the student 5 cubes. Say to the student, "Show me how many more cubes to make 10."*

OA.5 Fluently add and subtract using numbers within 5

- *Materials—Addition Fluency handout, Subtraction Fluency handout, and a pencil*
- *Assess whole class or small group*
- *Ask the students to solve each addition and subtraction problem (give separately)*

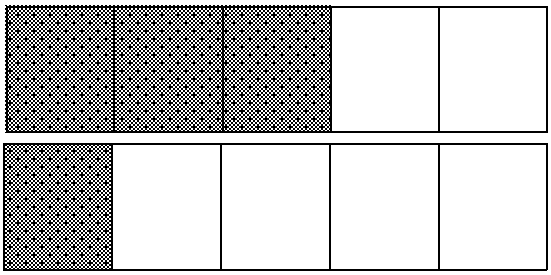
Name:________________________________

I Can Write My Numbers—Term 3

Name:_____

Represent Addition—Form A

Draw a line to match the picture to the number sentence (equation).



- 3 + 5 = 8
- 3 + 4 = 7
- 4 + 1 = 5
- 2 + 3 = 5

Name:_____

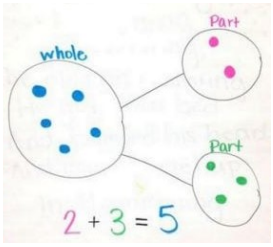
Represent Addition—Form B

Draw a picture to represent each addition problem. Some examples have been done for you.

3 + 2 = 5

5 + 3 = 8

2 + 3 = 5

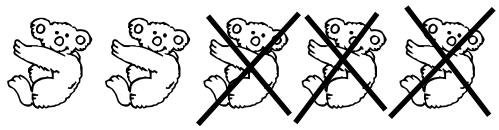


3 + 4 = 7	4 + 1 = 5
3 + 3 = 6	4 + 2 = 6

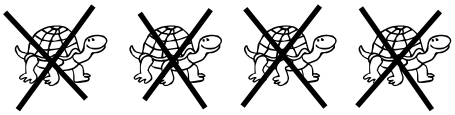
Name:_____

Represent Subtraction—Form A

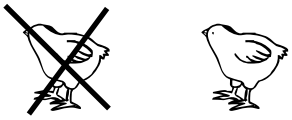
Draw a line to match the picture to the number sentence (equation).



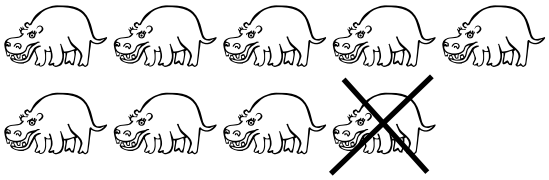
2 – 1 = 1



5 – 3 = 2



9 – 1 = 8



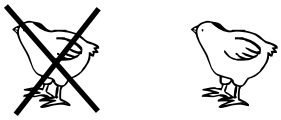
4 – 4 = 0

Name:_____

Represent Subtraction—Form B

Draw a picture to represent each subtraction problem. One example has been done for you.

2 – 1 = 1



5 – 3 = 2	7 – 2 = 5
4 – 4 = 0	9 – 1 = 8

Name_____

Solving Word Problems

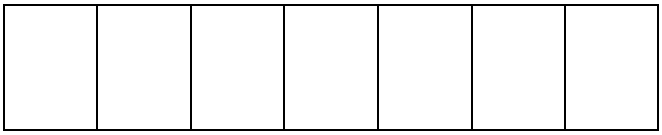
Listen to the story. You may use objects or a drawing to solve each problem. Show how you solved each problem with a picture or a number sentence (equation) in the space.

There are ☐ bunnies on the grass now.	There were ☐ apples in the bowl.
There are ☐ kids on the playground now.	She can put ☐ in her red vase. She can put ☐ in her blue vase.

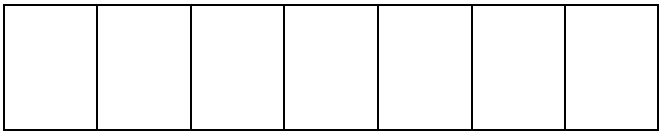
Name_____

Decomposing Numbers –Term 3

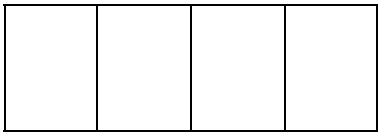
Decompose each number two different ways. Using two colors of crayons, color the squares showing two parts of the whole number. Then write the matching number sentence.



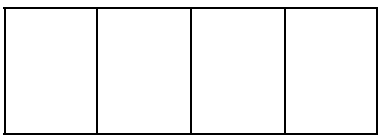
7 = _____ + _____



7 = _____ + _____



4 = _____ + _____



4 = _____ + _____

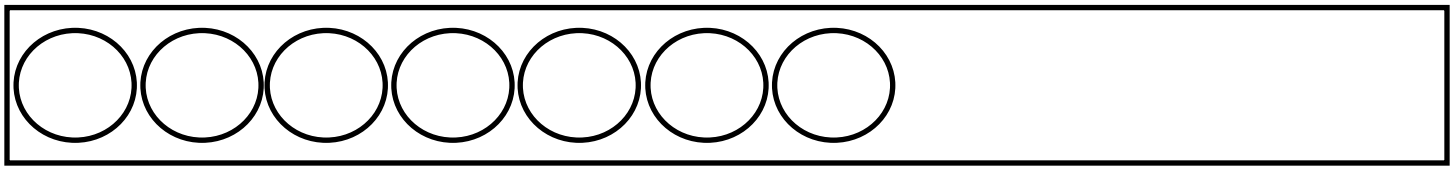
Name_____

Making 10

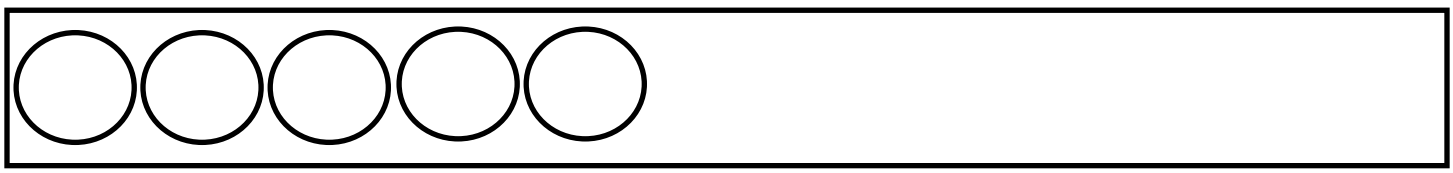
Continue to make circles until there are 10 in the box. Write the equation to show the two parts that make 10. (how many circles there were + how many you made to = ten)

_____ + _____ = 10

_____ + _____ = 10



_____ + _____ = 10



_____ + _____ = 10

Name:_____

Addition Fluency

$1 + 2 = \square$	$\square = 2 + 2$
$\square = 4 + 0$	$5 + 0 = \square$
$3 + 2 = \square$	$\square = 0 + 1$
$\square = 1 + 1$	$1 + 3 = \square$
$4 + 1 = \square$	$\square = 2 + 0$

Name:_____

Subtraction Fluency

$3-1=\square$	$\square=5-2$
$\square=4-2$	$3-0=\square$
$2-2=\square$	$\square=4-3$
$\square=5-4$	$2-1=\square$
$1-0=\square$	$\square=3-3$

Term 4

Term 4 Essential Math Standards

Term 4 assessments represent essential standards learned in Eureka Math Modules 5 and 6.

Numbers and Operations in Base Ten

NBT.1 Compose and decompose numbers from 11–19 into ten ones and some further ones. Use objects or drawings and record each composition or decomposition by a drawing or equation. *For example, 18 = 10 + 8. Understand that these numbers are composed of ten ones and one, two, three, four, fie, six, seven, eight, or nine ones.*

Compose teen numbers using ten frames and number bonds; relate to an equation

Decompose teen numbers using drawings

Counting and Cardinality

CC.1. Count to 100 by ones and by tens.

Count to 100 by 1s

Count to 100 by 10s

CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Count on from numbers between 0-100

CC.3. Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 represents a count of no objects).

Read numbers 0-20

Write numbers 0-20

CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number and each number with the correct quantity of objects.

b. Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number refers to a quantity that is one greater than the previous number

1:1 correspondence when counting; representing the total quantity with a written number (0-20)

Term 4—Math Standards Testing Rubric

The assessments in Term 4 encompass the skills within each standard in their entirety. While the KEEP assessment measures basic kindergarten skills, it does not measure every skill students need to fully be prepared for first grade. In the event we don't have KEEP, use the Term 4 Assessments that follow.

Please note that KEEP does not assess CC.1, CC.6, OA.3, OA.4, or OA.5. You may use the assessments from previous terms to reassess students who have not mastered these 5 standards.

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
NBT.1 Place Value Teen Numbers	Composes and Decompose Teen Numbers with 0 Errors	Composes and Decomposes Teen Numbers with 1-2 Errors	Composes and Decomposes Teen Numbers with 3-4 Errors	Composes and Decomposes Teen Numbers with 4+ Errors	0
CC.1 Oral counting by ones (0-100)	Counts to 100 with 1 mistake	Counts to 100 with 2-3 mistakes	Counts to 100 with 4-5 mistakes	Counts to 100 with 6+ mistakes	0
CC.1 Oral counting by tens (10-100)	Counts by 10s with 0 mistakes	Counts by 10s with 1 mistake	Counts by 10s with 2-3 mistakes	Counts by 10s with 3+ mistakes	0
CC.2 Counting on (2 ways 0-100)	Counts on 2 ways	NA	Counts on 1 way	NA	0
CC.3 Recognize numbers (0-20)	Names all 20-21 numbers	Name 18-19 numbers	Names 16-17 numbers	Names 1-15 numbers	0
CC.3 Writing numbers (0-20)	Writes all 20-21 numbers	Writes 18-19 numbers	Writes 16-17 numbers	Writes 1-15 numbers	0
CC.3,4 Write to represent (0-20)	Writes 20-21 numbers	Writes 18-19 numbers	Writes 16-17 numbers	Writes 1-15 numbers	0

Term 4 Assessment Instructions

NBT.1 Compose and decompose numbers from 11–19 into ten ones and some further ones. Use objects or drawings and record each composition or decomposition by a drawing or equation. For example, 18 = 10 + 8. Understand that these numbers are composed of ten ones and one, two, three, four, fie, six, seven, eight, or nine ones.

- *Assess whole class or in small groups*
- *Use the assessment worksheet for this standard*
- *Give each student a place value worksheet.*
- *Follow the instructions on the worksheet*

CC.1. Count to 100 by ones and by tens.

- *Assess individually*
- *Ask each student to start at 1 and count as high as they can.*
- *Student should be able to count to 100 by the end of fourth term.*

CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

- *Assess individually*
- *Say to the student, "We are going to practice counting on. Start counting at 12. Keep counting until I say stop." Listen to the student count to 21. Stop the student at 21.*
- *Then say, "Start counting at 83. Keep counting until I say stop." Listen to the student count to 100. Stop the student at 100.*

CC.3. (Part 1) Read and write numbers using base ten numerals from 0 to 20.

- *Materials: CC.3 – Reading Numbers handout*
- *Assess individually*
- *Show each student the assessment page for this standard.*
- *Ask the students to point and say the name of each number.*

CC.3. (Part 2) Read and write numbers using base ten numerals from 0 to 20.

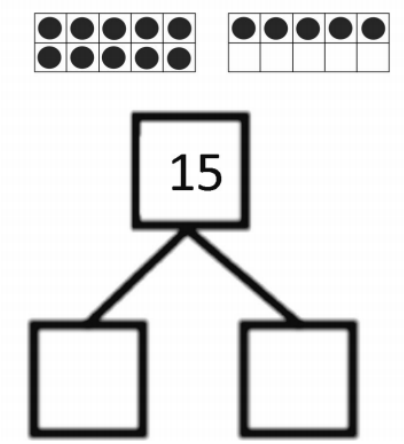
- *Materials: CC.3 – Writing Numbers handout, and a pencil*
- *Assess whole class or in small group*
- *Give each student a copy of the number writing paper*
- *Ask the students to start at 0 and write all their numbers as high to 10 or higher*

CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

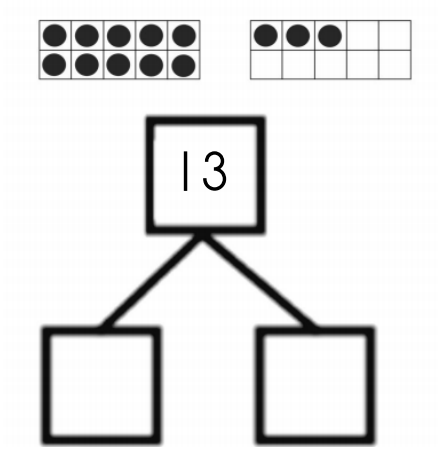
- *Materials: CC.3 & 4– Count and Write handout, and a pencil*
- *Assess whole class or in small group*
- *Give each student a copy of the Write to Represent paper for term 4*
- *Ask each student to count the number of objects and write the number in the writing lines at the end of the row.*

Name_____

Use double five frames to complete the number bond making 10 ones and some more ones. Then write the matching equation.



15 = _____ + _____



_____ = 10 + _____

For each number, make a drawing that shows that many objects. Circle 10 ones.

19

17

5	2	1	3
4	0	8	6
9	10	7	11
15	12	14	13
17	19	16	18
20			

Name:________________________________

I Can Write My Numbers—Term 4

CC.3 & 4—Count and write the number to represent the objects

Name:_____

Write to Represent (10-20)—Term 4