

Kindergarten Common Core Mathematics Assessment Tasks

This task addresses the following Common Core Standards:

K.CC.1, K.CC.2

This task addresses the following Standards for Mathematical Practice:

- Look for and make use of structure.

Count as far as you can, starting at “one.”			
1st Quarter <i>(1-10 Expected)</i>	2nd Quarter <i>(1-15 Expected)</i>	3rd Quarter <i>(1-30 Expected)</i>	4th Quarter <i>(1-100 Expected)</i>
Count by tens as far as you can, starting at “ten.”			
		3rd Quarter <i>(10-30 Expected)</i>	4th Quarter <i>(10-100 Expected)</i>
Begin counting with the number _____.			
<i>* Teacher may stop after the student produces five numbers.</i>			
		2nd Quarter Begin with 3	3rd Quarter Begin with 9
		4th Quarter Begin with 67	

Ask the student to count the objects.

Teacher should observe:

- does the student omit numbers?*
- are they fluently counting?*

This task addresses the following Common Core Standards:

K.CC.3.

This task addresses the following Standards for Mathematical Practice:

- Look for and make use of structure.

Give the student a dot card. Ask the student what number this represents and have them write the numeral.									
2 nd Quarter									
2		0		3		5		1	4
3rd Quarter									
		7		10		8		6	9
4 th Quarter									
13	17	20	15	18	11	19	16	14	12

If the student is unable to count and write the numeral, you may do the same activity using number cards for the student to identify the quantity rather than writing the numeral.

***Make a note when this option is used so that you can go back and reassess using numeral writing.*

This task addresses the following Common Core Standards:

K.CC.4a, K.CC.4b, K.CC.4c and K.CC.5.

This task addresses the following Standards for Mathematical Practice:

-Reason abstractly and quantitatively.

-Attend to precision.

Give students a collection of objects (teddy bears, counters, linking cubes, etc.) Ask the student to count the objects.			
	Count the objects	How many objects are there?	How many would there be if we add one more?
1st Quarter 4 objects			
2nd Quarter 6 objects			
3rd Quarter 12 objects			
4th Quarter 17 objects			

As students to count the objects.

Teacher should observe:

- does the student demonstrate one-to-one correspondence?*
- does the student keep or lose track when counting?*
- does the student complete the task accurately and with ease?*

When they are finished counting, ask the student “How many are there?”.

Teacher should observe:

- does the student recount to find the answer?*
- does the student tell how many objects without recounting?*

Ask the student “How many would there be if we add one more?”

Teachers should observe:

- does the student recount to find the answer?*
- does the student tell how many objects without recounting?*

This task addresses the following Common Core Standards:

K.CC.6

This task addresses the following Standards for Mathematical Practice:

-Reason abstractly and quantitatively.

3 rd Quarter			
Give students two sets of objects (teddy bears, counters, linking cubes, etc.) using the following quantities and ask the following questions.			
2	4	Which group is less?	
3	5	Which group is greater?	
Display a collection of four objects and ask the following question.			
		Can you make a set that is equal to mine?	
4 th Quarter			
Give students two sets of objects (teddy bears, counters, linking cubes, etc.) using the following quantities and ask the following questions.			
7	4	Which group is less?	
9	5	Which group is greater?	
Display a collection of seven objects and ask the following question.			
		Can you make a set that is equal to mine?	

-Look for and make use of structure.

As the student completes this task, the teacher should observe:

* Strategies the student uses (lining objects up, matching, counting, etc.)

This task addresses the following Common Core Standards:

K.CC.7

This task addresses the following Standards for Mathematical Practice:

-Reason abstractly and quantitatively.

-Look for and make use of structure.

Display two number cards for the student to compare. Ask the following questions.			
2	7	Which number is larger?	
8	4	Which number is smaller?	

-Attend to precision

As the student completes this task, the teacher should observe:

** Strategies the student uses (using a number line, etc.)*

This task addresses the following Common Core Standards:

K.OA.1 and K.OA.2

This task addresses the following Standards for Mathematical Practice:

-Make sense of problems and persevere in solving them.

-Model with mathematics.

2nd Quarter	
Provide students with paper, pencil, and manipulatives for students to use to solve the following problems.	
Adam had two cookies. Mary gave him three more cookies. How many cookies does Adam have now?	
Adam had five cookies. Then he ate two cookies. How many cookies does Adam have now?	
3rd Quarter	
Provide students with paper, pencil, and manipulatives for students to use to solve the following problems.	
Adam had five cookies. Mary gave him three more cookies. How many cookies does Adam have now?	
Adam had nine cookies. Then he ate three cookies. How many cookies does Adam have now?	
4th Quarter	
Provide students with paper, pencil, and manipulatives for students to use to solve the following problems.	
Adam had five cookies. Mary gave him some more cookies. Adam now has eight cookies. How many cookies did Mary give him?	

As the student completes this task, the teacher should observe:

- * If the student uses manipulatives or complete the task mentally.*
- *Did they use the correct amount of objects?*
- *Can they explain their thinking process?*

This task addresses the following Common Core Standards:

K.OA.3

This task addresses the following Standards for Mathematical Practice:

-Make sense of problems and persevere in solving them.

-Reason abstractly and quantitatively.

-Model with mathematics.

3rd Quarter		
Display a collection of counters.		
Cover the collection of counters with a cup or piece of tagboard.		
Pull the given number counters out from under the cup.		
Ask the student how many are hidden under the cup.		
Total Number in Collection	Number of Counters pulled out from under the cup	Student Response
3	2	
4	1	
5	3	
4th Quarter		
Display a collection of counters.		
Cover the collection of counters with a cup or piece of tagboard.		
Pull the given number counters out from under the cup.		
Ask the student how many are hidden under the cup.		
Total Number in Collection	Number of Counters pulled out from under the cup	Student Response
6	3	
8	5	
10	2	

As the student completes this task, the teacher should observe:

**How did the student solve the problem?*

-Did they count?

-Did they count-on?

This task addresses the following Common Core Standards:

K.OA.4

This task addresses the following Standards for Mathematical Practice:

-Make sense of problems and persevere in solving them.

-Reason abstractly and quantitatively.

-Model with mathematics.

-Look for and make use of structure.

3rd Quarter		
Show students a five-frame. Ask the student how many more counters you would need to complete the five-frame.	4	
	2	
	1	
4th Quarter		
Show students a ten-frame. Ask the student how many more counters you would need to complete the ten-frame.	5	
	2	
	7	

As the student completes this task, the teacher should observe:

**How did the student solve the problem?*

-Did they count the empty spaces?

-Did they count-on?

-Did they visually solve the problem?

This task addresses the following Common Core Standards:

K.OA.5

This task addresses the following Standards for Mathematical Practice:

-Look for and make use of structure.

4th Quarter		
Ask students to solve addition and subtraction problems orally. (The answers should be given within five seconds.)	3+1	
	4+0	
	2+3	
	5-2	
	3-2	
	4-1	

This task addresses the following Common Core Standards:

K.NBT.1

This task addresses the following Standards for Mathematical Practice:

--Make sense of problems and persevere in solving them.

--Reason abstractly and quantitatively.

--Look for and make use of structure.

Provide a set of 11-19 objects and a ten frame for the student.
Ask the student to count out a given number of objects (see below)

Ask the student if there is enough to make a group of ten.

-Would there be any leftovers?

Have the student use the counters to model the given number.

Ask the student to explain what they did.

How could you use words, numbers, or drawings to show this?

Example $10+3=13$

☆	☆	☆	☆	☆
☆	☆	☆	☆	☆

☆ ☆ ☆

3 rd Quarter	13	
4 th Quarter	19	

As the student completes this task, the teacher should observe:

**How does the student organize?*

-Does the student use a ten frame to separate objects or do they count and group?

This task addresses the following Common Core Standards:

K.MD.1 and K.MD.2

This task addresses the following Standards for Mathematical Practice:

-Make sense of problems and persevere in solving them.

-Attend to precision

1st Quarter	
The teacher will have the student find objects in the classroom that meet the following criteria:	
Find an object in our classroom that is longer than your hand.	
Find an object in our classroom that is shorter than you.	
2nd Quarter	
The teacher will provide four red cubes and seven yellow cubes. Snap same colored cubes together to create a train. Place the trains in front of the student and ask the following question:	
What can you tell me about the length of the red and yellow trains?	
What can you tell me about the height of the red and yellow trains when they are placed as a tower?	
Which of the two trains has fewer cubes?	
3rd Quarter	
The teacher will provide the following classroom objects: an unsharpened pencil and a crayon. Also provide plenty of cubes for students to use to measure the length of these objects.	
How many cubes long is this pencil?	
How many cubes long is this crayon?	
How many cubes long is your shoe?	Charlotte Area Mathematics Consortium, 2011

4th Quarter

(K.MD.1 and K.MD.2 cont.)

Students are expected to compare the weights of the following objects. Students may use their hands to compare the objects or a balance may be provided. *The teacher should ensure that the objects are of varied weights so that the student will be able to make a clear comparison.

Which is heavier?

Handful of cubes

Handful of rocks

A bottle of glue

A pencil

Which is lighter?

Handful of cotton balls

Handful of marbles

As the student completes this task, the teacher should observe:

**Did the student line up the blocks to measure them?*

**Did the student visually solve the problem?*

This task addresses the following Common Core Standards:

K.MD.1 and K.MD.3

This task addresses the following Standards for Mathematical Practice:

-Make sense of problems and persevere in solving them.

-Attend to precision

The teacher will provide a collection of buttons, colored counting chips, etc. for the following activities. (4 blue, 5 yellow and 6 green)	
1st Quarter	
The student can sort the objects by one attribute and explain their sorting rule.	
2nd Quarter	
The student can sort the objects by one attribute and explain their sorting rule. The student can count the objects in each group.	
3rd Quarter	
The student can sort the objects by one attribute and explain their sorting rule. The student can count the objects in each group. Additionally, the student can order the groups by the quantity in each group.	

As the student completes this task, the teacher should observe:

**Techniques the student uses to sort the objects*

**Techniques the student uses to count the objects (tagging, visually, etc.)*

This task addresses the following Common Core Standards:

K.G.1

This task addresses the following Standards for Mathematical Practice:

-Attend to precision.

3rd Quarter

The teacher will provide the student a workmat (see resources section) and four shapes: blue triangle, red square, red circle and yellow rectangle (see resources section).

I am going to give you some directions that you will follow to make a design. Listen carefully to my directions.

A. For our first task, we are going to work *above* the line. Put the blue triangle *above* the line. Then put the circle *under* the triangle; make sure they touch. Remember, you are working above the line.

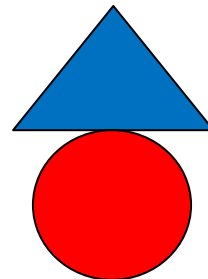
B. For our second task, we are going to work below the line. Put the red rectangle *below* the line. Now put the square *beside* the triangle; make sure they touch. Remember, you are working below the line.

As the student completes this task, the teacher should observe:

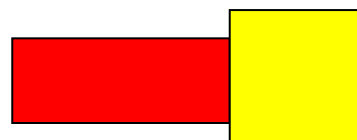
**Can the student identify the shapes used?*

**Can the student follow positional/location word directions?*

A.



B.



Note to teacher: The square can be on either side of the rectangle.

This task addresses the following Common Core Standards:

K.G.2

3rd Quarter	
The teacher will provide Shape Cards (see resources section) and/or manipulatives. The student will name each of the shapes.	
Triangle	
Circle	
Square	
Hexagon	
Rectangle	
Cube	
Cone	
Cylinder	
Sphere	

This task addresses the following Common Core Standards:

K.G.3 and K.G.4

1st Quarter	
Provide students with 4 flat shapes (using attribute blocks or paper) and 4 solid objects (using geometric solids). Have the students sort to identify flat shapes and solid shapes.	
The student can identify shapes as two-dimensional (lying in a plane, flat).	
The student can identify shapes as three-dimensional (solid)	
4th Quarter	
Give students a cylinder and ask: What flat shapes do you see on this solid? *Repeat using a cube and a cone.	
Cylinder	
Cube	
Cone	
4th Quarter	
Provide clay, play-doh, toothpicks, marshmallows, gum-drops, etc. for students to build the following shapes.	
Sphere	
Cube	
Cone	

This task addresses the following Common Core Standards:

K.G.5

3rd Quarter	
Provide students with sand table, geo-boards, toothpicks, writing tools, etc. for students to draw/model the following two-dimensional shapes.	
Triangle	
Square	
Rectangle	
4th Quarter	
Provide clay, play-doh, toothpicks, marshmallows, gum-drops, etc. for students to build the following shapes	
Sphere	
Cube	
Cone	

This task addresses the following Common Core Standards:

K.G.6

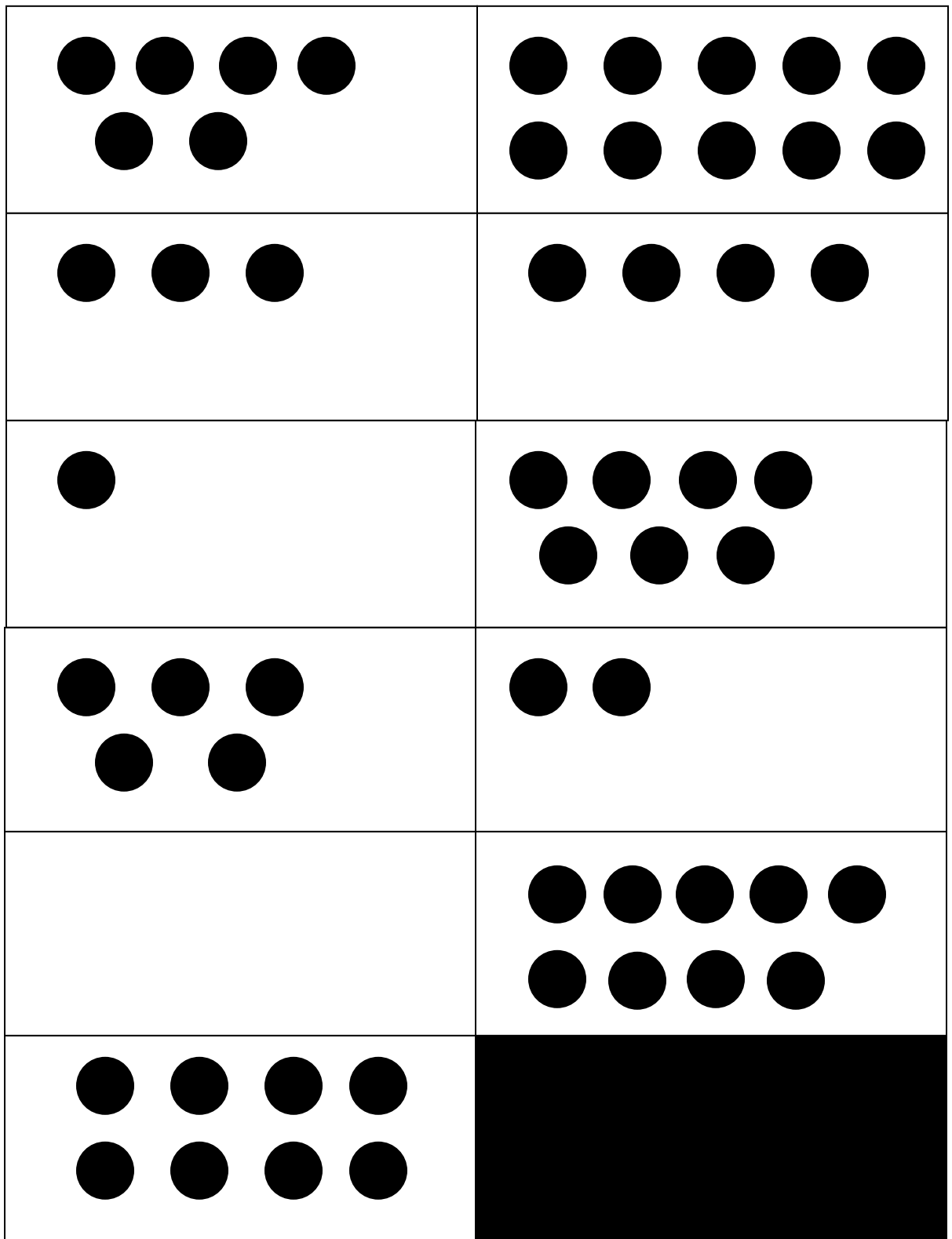
2nd Quarter	
Provide students with cut-out shapes and the workmat (see resources section). Have students use the cut-out shapes to cover the shape outlined on the workmat. Be sure to keep all the shapes inside the picture and cover the entire space.	
A. Square	
B. Rectangle	

As the student completes this task, the teacher should observe:

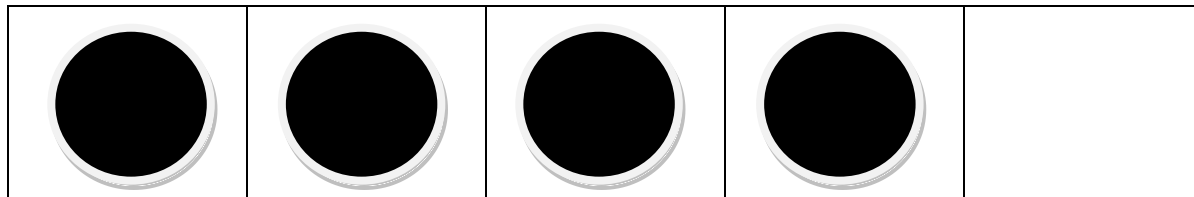
**Does the student use slides, flips and/or turns purposefully?*

0	1
2	3
4	5
6	7
8	9
10	

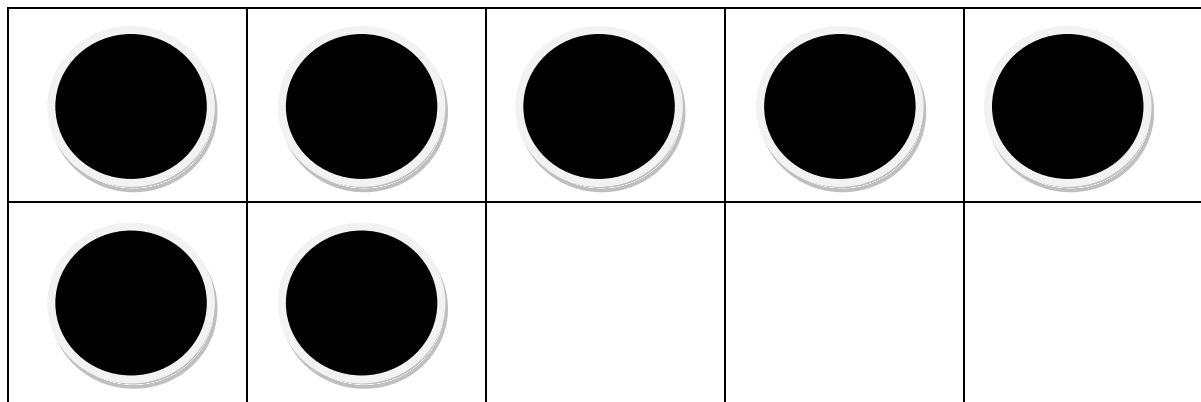
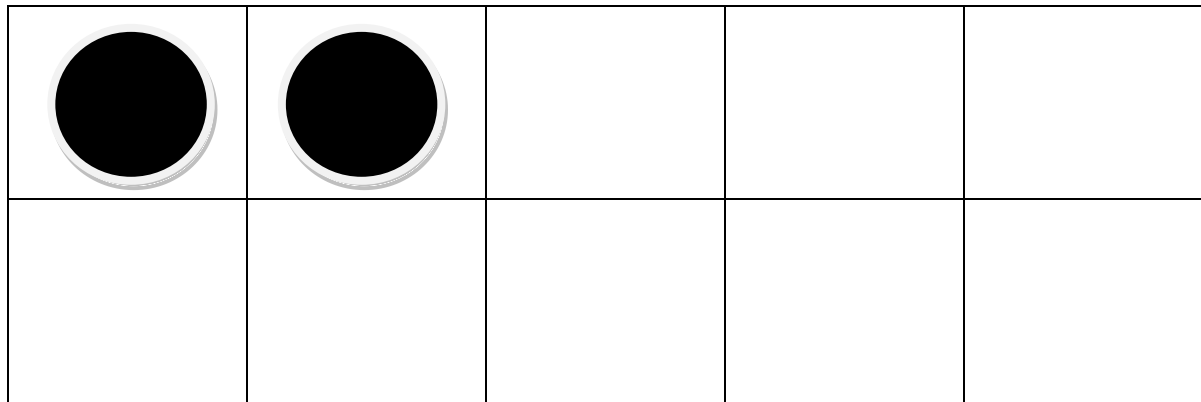
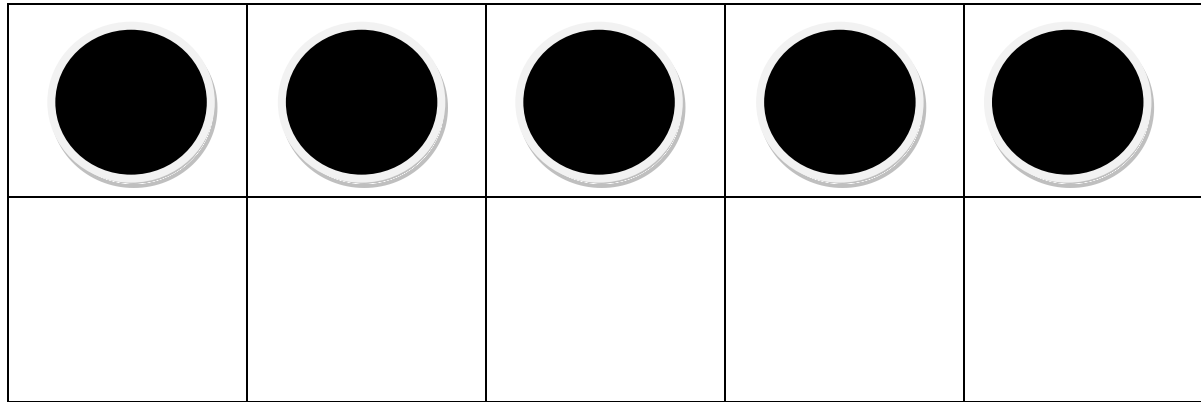
Number Cards



Dot Cards

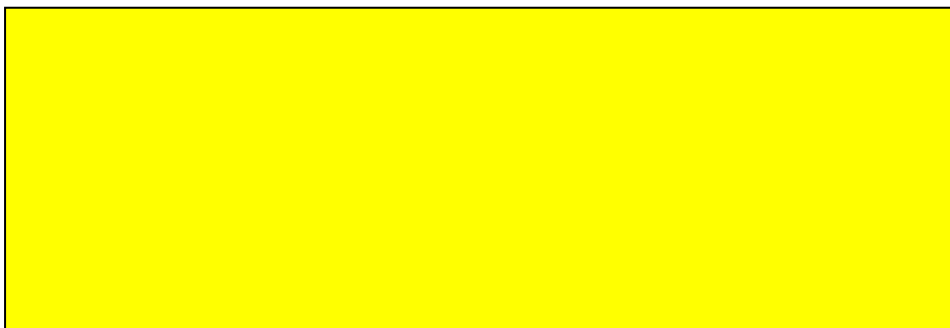
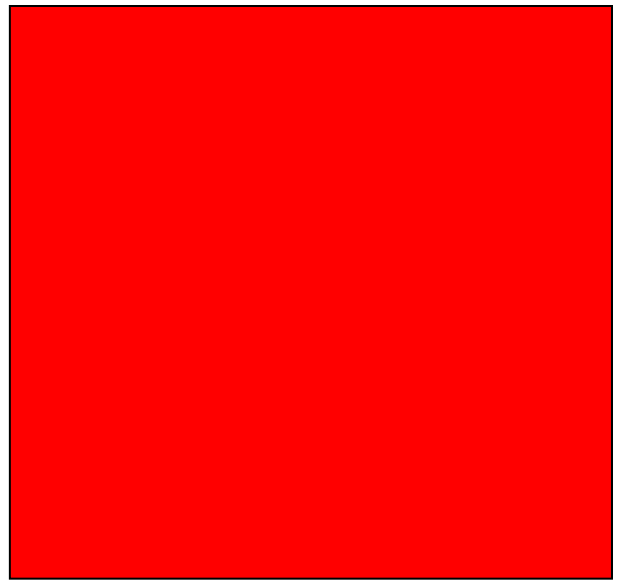
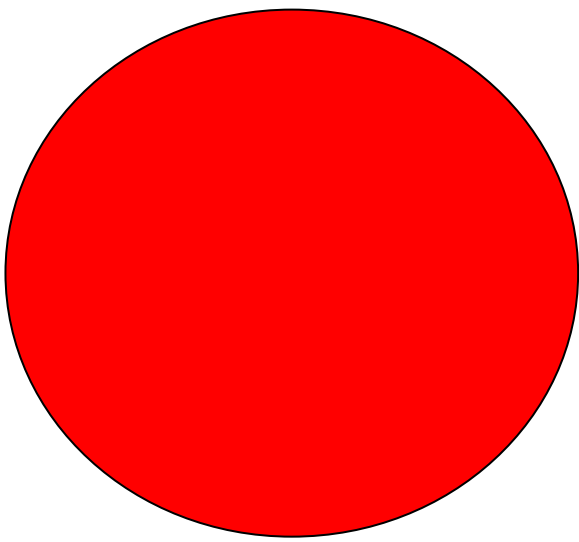
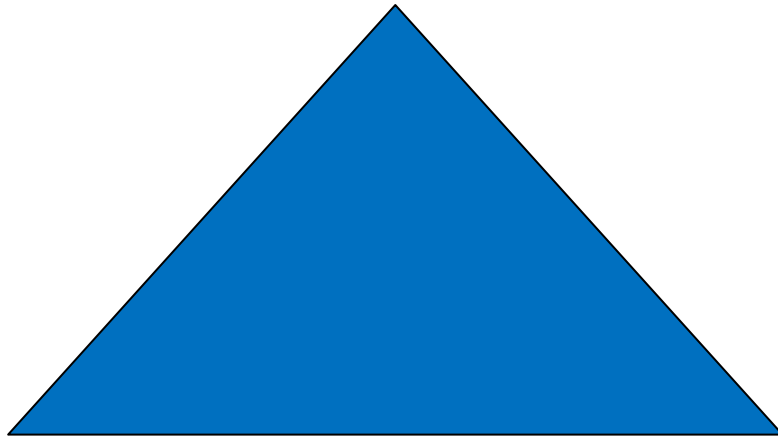


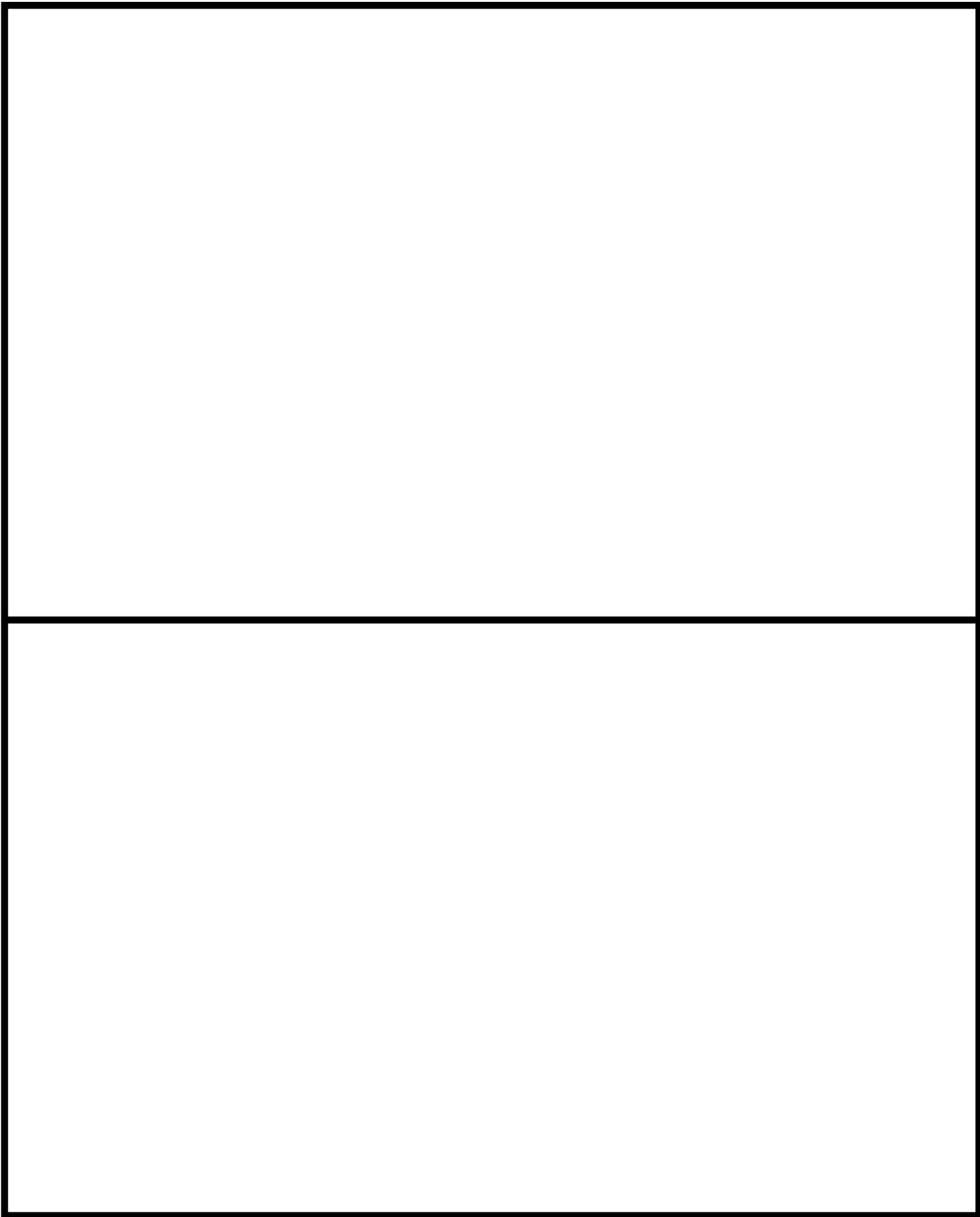
Five Frames

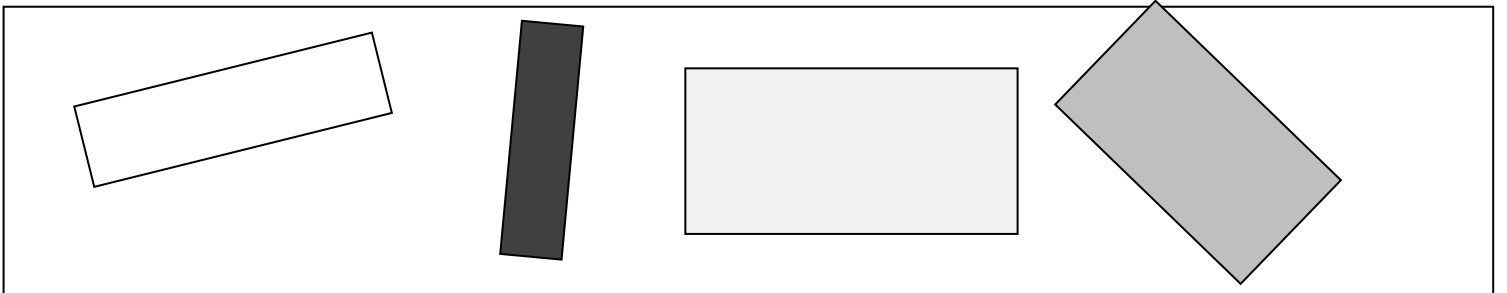
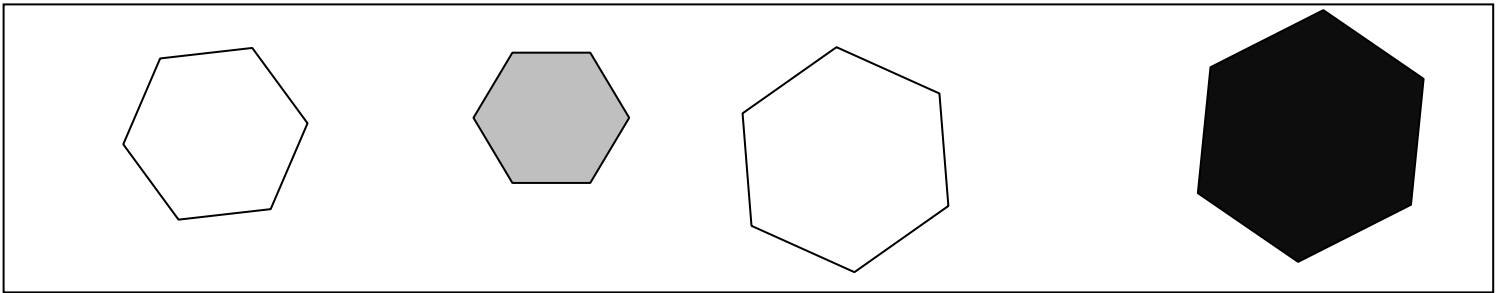
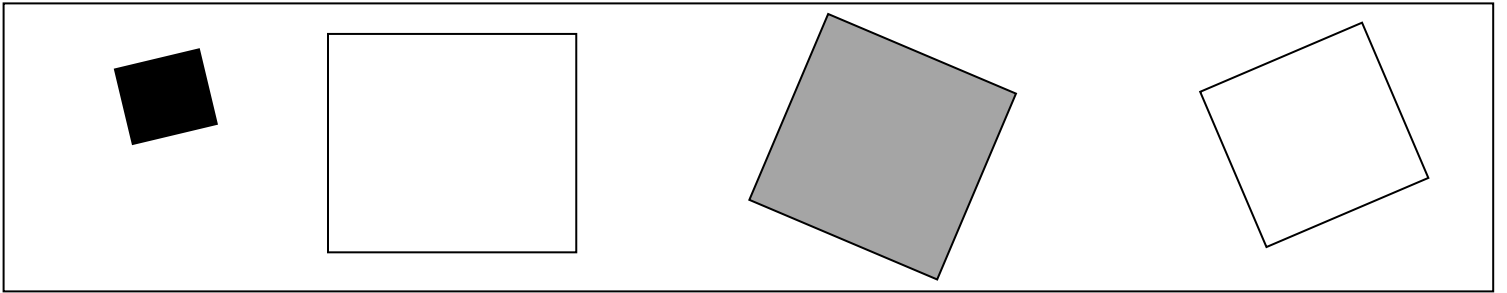
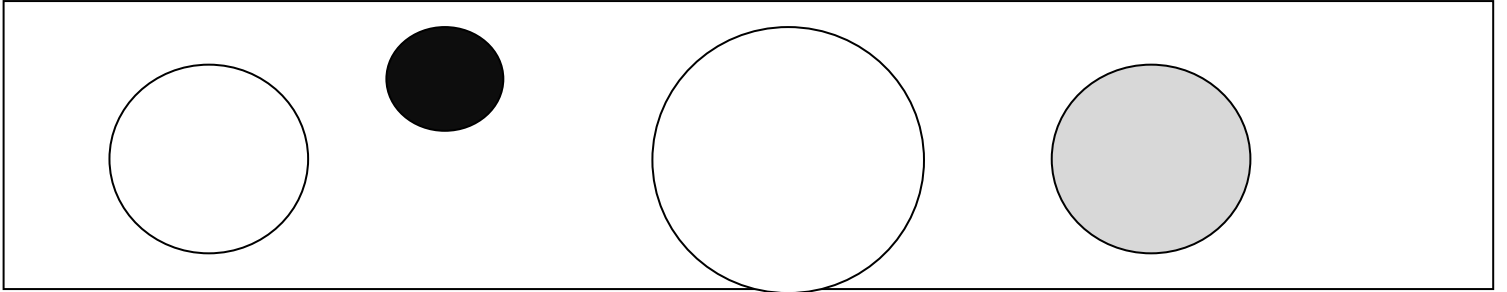
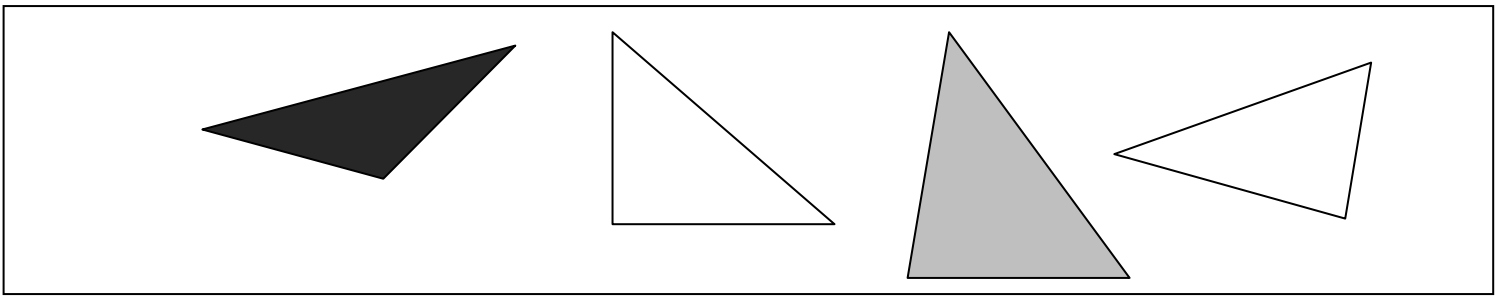


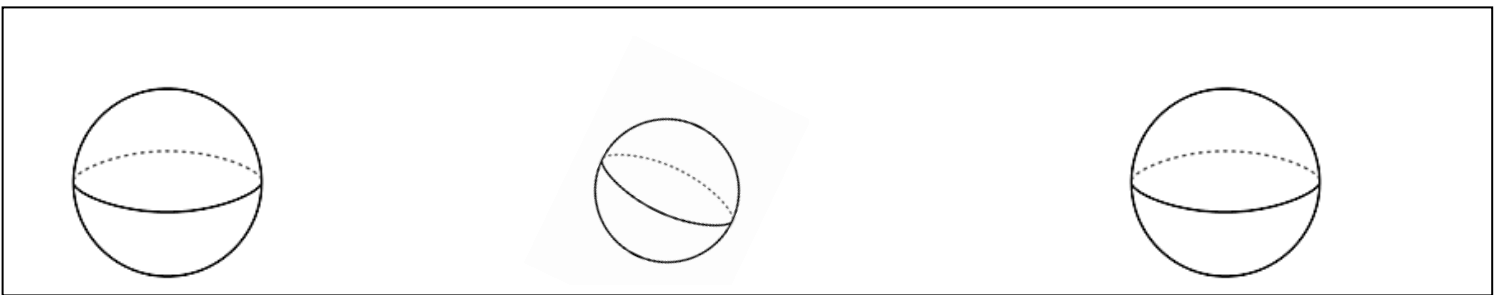
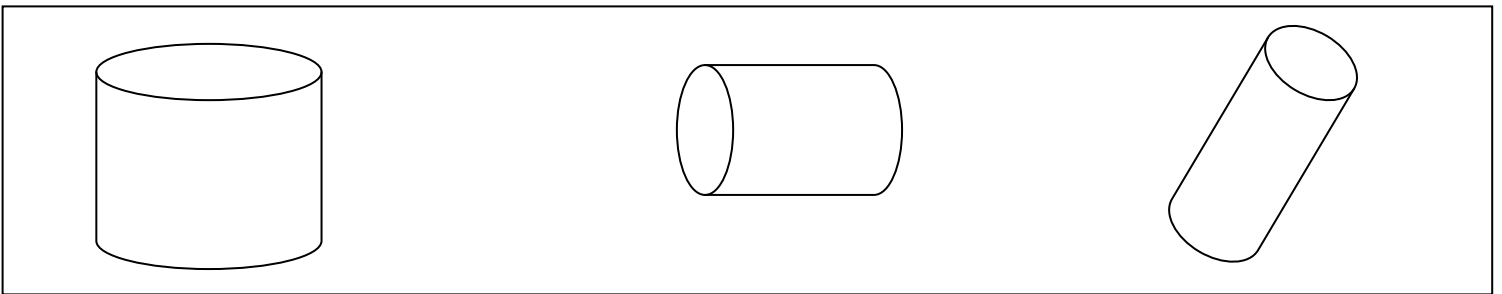
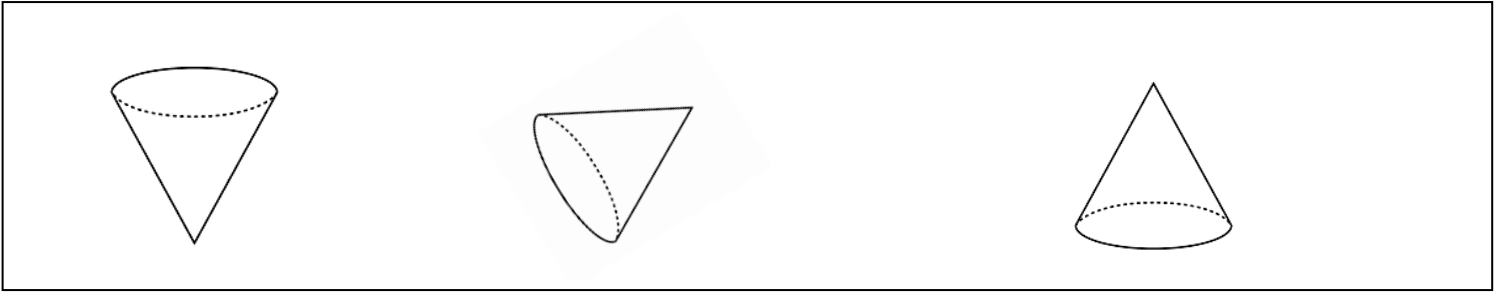
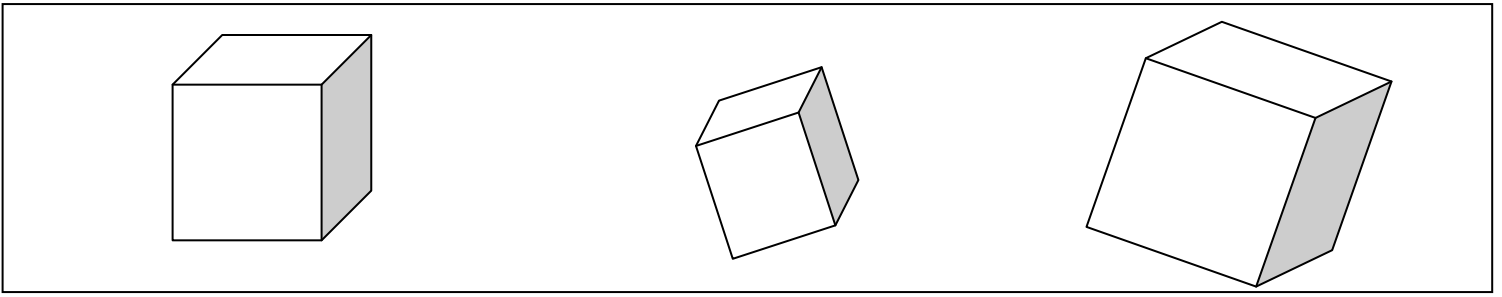
Ten Frames

Shapes for K.G.1
Assessment



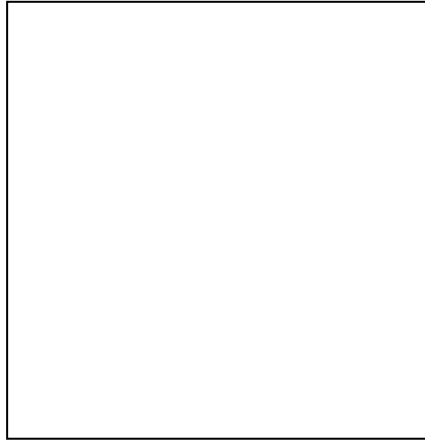




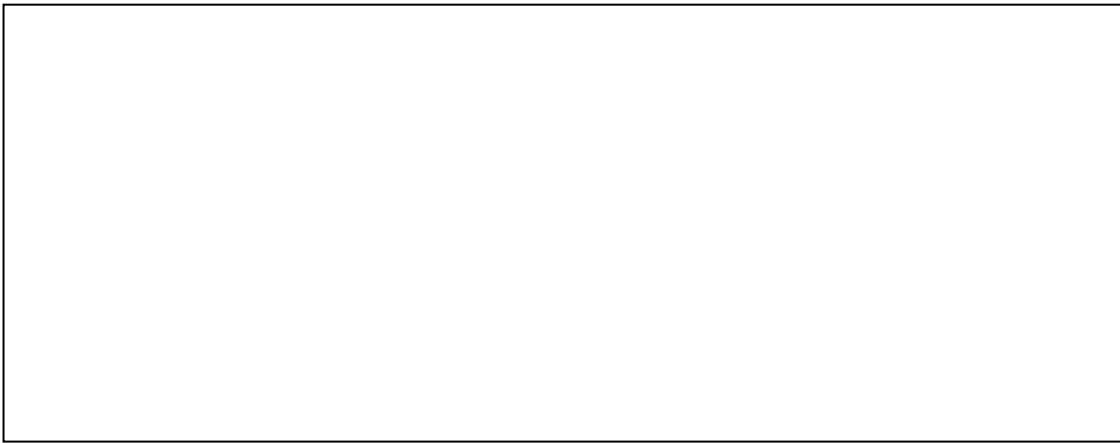


K.G.6 Workmat

A.

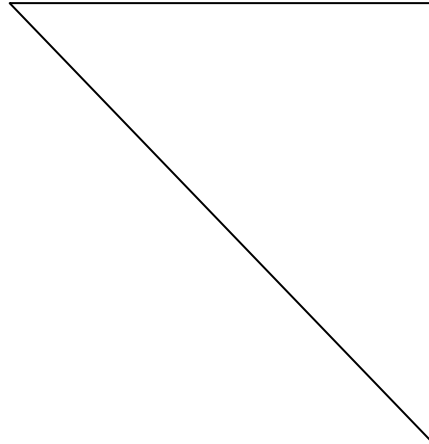
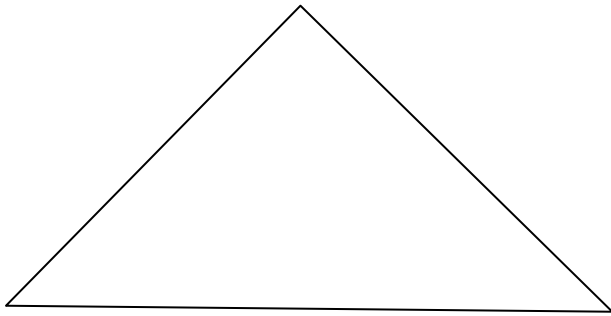


B.



K.G.6 Pieces for covering shapes

A.



B.

