

English Language Arts & Math

Common Core State Standards Assessment Packet



Beartooth Elementary Kindergarten


Billings Public Schools
Billings, Montana
Developed October 2012


Student Name _____


Academic Year 20____-20____




Using the assessment packet:

 The English Language Arts assessments build from quarter to quarter. If a student has mastered the concept in a previous quarter, you do not have to continue retesting the skill. Use only the pieces of the assessment that are applicable to each student.

 Math assessments are not the same each quarter. If a student did not master a concept in a previous quarter, you will need to go to the preceding quarter(s)' assessments and retest that student until s/he achieves the skill.

 If a student easily achieves a concept, she should receive a score of "3" on the report card. If she completes only a portion of the assessment for that concept, or struggles with the concept, she should receive a score of "2" on the report card. If a student does not understand the concept, she should receive a score of "1" on the report card.

 Activities, book titles, etc. listed are only suggestions and tools to assist you. Please adapt these assessments as necessary and appropriate.

Happy testing! 😊

Name: _____

Beartooth Elementary School CCSS Kindergarten Assessment I



LANGUAGE ARTS Reading

Concepts of Print

K.RL.5, K.RF.1, K.RI.5. Identifies parts of a book.

Tester: Place a book on the table in front of the student and prompt the student to identify the following:

- | | |
|---|--|
| <input type="checkbox"/> Knows you read top to bottom | <input type="checkbox"/> And left to right |
| <input type="checkbox"/> Identifies front cover | <input type="checkbox"/> Identifies title page |
| <input type="checkbox"/> Identifies back cover | <input type="checkbox"/> Holds book correctly |

Phonics & Word Recognition

K.RF.1. Recognizes uppercase and lowercase letters. (QI Goal: 15-20)





K.RF.3. Associates sounds with letters taught. (QI Goal: 15-20)

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

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

Tester: You may choose to use the letters above, a separate assessment, or DIBELS assessment data. DIBELS ISF score should be 8 or higher.

Vocabulary

<p>K.L.4. Determines meaning of unknown words and phrases. (Observation)</p> <p>K.L.6. Asks and answers questions about unknown words.</p> <p>Tester: Read “Growing Pumpkins” (or excerpt from another non-fiction picture book containing an unfamiliar word).</p> <p>A. What does the word (vines) mean? <input type="checkbox"/></p> <p>B. Point to the (vine) in the picture. <input type="checkbox"/></p>	
<p>K.L.5. Organizes words by category.</p> <p>Tester: Ask student to cross out the object that doesn't belong. Why?</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	

Informational Text

<p>K.RI.5. Uses text features to obtain information.</p> <p>Tester: Please refer to Concepts of Print assessments.</p>	
<p>K.RI.2. Tells what is learned from information text, including the main topic.</p> <p>Tester: Please refer to K.L.4 and K.L.6 Vocabulary assessments. Student should be able to tell you the main topic of the text.</p>	

Reading Behaviors

<p>K.RL.10, K.RI.10. Participates in large and small group conversations about books and other kindergarten topics. (Observation)</p>	
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Speaking & Listening

<p>K.SL.1. Follows simple verbal instructions & takes turns when speaking. (Observation)</p>	
<p>K.SL.2. Confirms understanding of texts read aloud by asking and answering questions. (Observation, refer to Vocabulary assessment)</p>	
<p>K.SL.4. Describes familiar people, places, things and events and is able to determine relevant details about these things.</p> <p>Tester: Show Photograph A (Grocery Store).</p> <p>A. Who is this? (Tester points to the family.) <input type="checkbox"/></p> <p>B. Where is this family? <input type="checkbox"/></p> <p>C. What are they buying? <input type="checkbox"/></p>	

<p>Tester: Show Photograph B (Birthday Party).</p> <p>A. What is happening in this picture? <input type="checkbox"/></p> <p>B. What happens at a birthday party? <input type="checkbox"/></p> <p>C. What is this? (Tester points to cake.) <input type="checkbox"/></p>	
K.SL.6. Expresses ideas in complete sentences that are audible and understandable. (Observation)	



LANGUAGE ARTS

Writing assessment I

Writing

K.W.3. Uses pictures or words to create a story with characters.	
Tester: Ask student to draw or write a story. Have him tell you about it. (Observation/Writing Sample)	
K.W.5. With support, edits and adds detail to writing in response to suggestions. (Writing Samples)	

Writing Conventions

K.L.1, K.L.2. Prints first name legibly.	Write name:
Tester: Student should write letters correctly, with a capital at the beginning	

MATH ASSESSMENT I

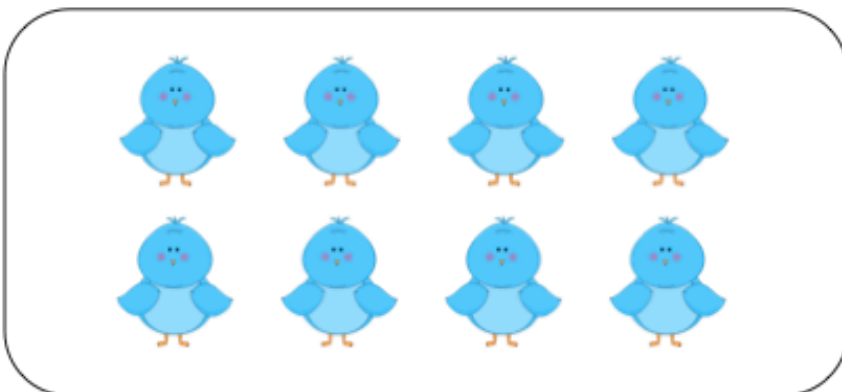


Counting and Cardinality

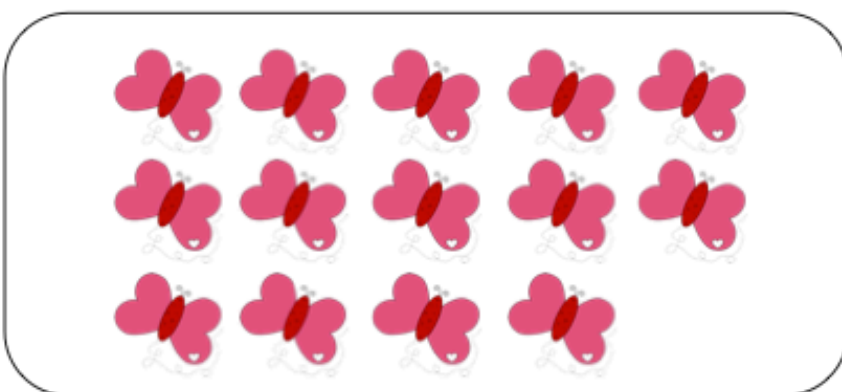
K.CC.3. Recognizes and writes numbers to 20.

Tester: Use page F (Number Page).

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



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



K.CC.4. Understands the relationship between numbers and quantities (last number names the quantity; each following number is one more).

Tester: Provide at least 12 cubes and Page A (Counting Mat).

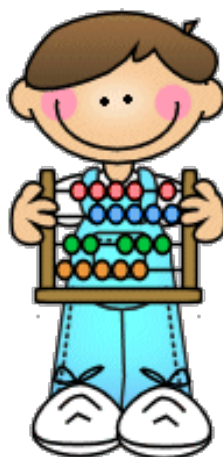
A. Place 8 cubes in the box. How many cubes are there?

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

<p>K.CC.6. Identifies whether the number of objects in one group is greater than, less than, or equal to the number in another group.</p> <p>Tester: Display Page B (Comparing Objects). For each box, ask Which group has more? Which has fewer? A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>	
<p>K.CC.7. Compares two written numerals between one and ten.</p> <p>Tester: Display Page C (Comparing Numbers). For each box, ask Which number is greater? Which is less? A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/></p>	

Measurement & Data

<p>K.MD.3. Classifies objects into given categories and counts the number of objects in each category.</p> <p>Tester: Place a variety of attribute blocks on the table (make sure there are different sizes, shapes and colors).</p> <ul style="list-style-type: none"> A. Sort these blocks by shape. B. How many (shape) blocks are there? C. Sort these blocks by color. D. How many (color) blocks are there? E. Sort these blocks by size. F. How many (size) blocks are there? <p>Alternatively, the tester can use the cultural sorting set provided. Ask students to sort, describe how they sorted, and count number of objects.</p>	
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Name: _____

Beartooth Elementary School CCSS Kindergarten Assessment 2



LANGUAGE ARTS Reading

Concepts of Print

K.RL.5, K.RF.1, K.RI.5. Identifies parts of a book. Understands that words are represented by letters and are separated by spaces.

Tester: Place a book on the table in front of the student and prompt the student to identify the following:

- | | |
|---|---|
| <input type="checkbox"/> Knows you read top to bottom | <input type="checkbox"/> And left to right |
| <input type="checkbox"/> Identifies front cover | <input type="checkbox"/> Identifies title page |
| <input type="checkbox"/> Identifies back cover | <input type="checkbox"/> Holds book correctly |
| <input type="checkbox"/> Points to the words | <input type="checkbox"/> Points to the spaces between words |

Phonics & Word Recognition

K.RF.1. Recognizes uppercase and lowercase letters. (Q2 Goal: 35-40)

K.RF.3. Associates sounds with letters taught. (Q2 Goal: 35-40)

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

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

Tester: You may choose to use the letters above, a separate assessment, or DRA data. DRA of 2 or higher is sufficient.

K.RF.3. Reads appropriate grade level high frequency words.

like	red	at	can	to
the	go	blue	see	is

Vocabulary

K.L.4. Determines meaning of unknown words and phrases.
(Observation)

K.L.6. Asks and answers questions about unknown words.

Tester: Read "Penguins" (or excerpt from another non-fiction picture book containing an unfamiliar word).

A. What does the word (rookery) mean? ☐

B. Point to the (rookery) in the picture. ☐

K.L.5. Organizes words by category.

Tester: Ask student to cross out the object that doesn't belong. Why?



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

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

☐ walk ☐ march ☐ tiptoe

Literary Text

K.RL.2, K.RL.3. Retells a story including characters, setting, main events (with help).

Tester: Place "Goldilocks and the Three Bears" on the table.

A. What is a character? ☐

B. Who is one character from the story? ☐

C. What does setting mean? ☐

D. What is the setting of this story? ☐

E. What happens in this story? ☐

F. How does this story end? ☐

K.RL.1, K.RL.6. Asks and answers questions about details in the text, including the author and illustrators' roles.

Tester: Please refer to the conversation above about "Goldilocks and the

Three Bears". Additionally, ask: A. What does the author do? <input type="checkbox"/> B. What does the illustrator do? <input type="checkbox"/>	
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Informational Text

K.RI.5. Uses text features to obtain information. Tester: Please refer to Concepts of Print assessments.	
K.RI.2 Tells what is learned from informational text, including the main topic. Tester: Please refer to K.L.4 and K.L.6 Vocabulary assessments using the "Penguins" book or another non-fiction story. Student should be able to tell you the main topic of the text and retell details of the story. Ask: A. What is the story about? <input type="checkbox"/> B. What happened in the story? <input type="checkbox"/>	
K.RI.1, K.RI.3, K.RI.6. Asks and answers questions about key details of the text. Tester: Using the "Penguins" story or another non-fiction book, students should talk about the story including key events of the text. Ask: A. What does the author do? <input type="checkbox"/> B. What does the illustrator do? <input type="checkbox"/>	

Reading Behaviors

Reads during independent reading time. Tester: Student should participate during guided reading times. (Observation)	
K.RL.10, K.RI.10. Participates in large and small group conversations about books and other kindergarten topics. (Observation) Tester: Student should be able to identify common types of text (fiction, non-fiction, poetry). Place a fiction book, non-fiction book and poem on the table. A. Point to the fiction story. <input type="checkbox"/> B. Point to the non-fiction book. <input type="checkbox"/> C. Point to the poem. <input type="checkbox"/>	

Speaking & Listening

K.SL.1. Follows simple verbal instructions & takes turns when speaking. (Observation)	
K.SL.2. Confirms understanding of texts read aloud by asking and answering questions. (Observation, refer to Vocabulary assessment)	
K.SL.4. Describes familiar people, places, things and events and is able to determine relevant details about these things.	

<p>Tester: Show Photograph A (Grocery Store).</p> <p>D. Who is this? (Tester points to the family.) <input type="checkbox"/></p> <p>E. Where is this family? <input type="checkbox"/></p> <p>F. What are they buying? <input type="checkbox"/></p> <p>Tester: Show Photograph B (Birthday Party).</p> <p>D. What is happening in this picture? <input type="checkbox"/></p> <p>E. What happens at a birthday party? <input type="checkbox"/></p> <p>F. What is this? (Tester points to cake.) <input type="checkbox"/></p>	
K.SL.6. Expresses ideas in complete sentences that are audible and understandable. Can carry on a conversation. (Observation)	



LANGUAGE ARTS

Writing assessment 2

Writing

<p>K.W.3. Uses pictures or words to create a story with characters.</p> <p>Tester: Ask student to draw or write a story. Have him tell you about it. (Observation/Writing Sample)</p>	
<p>K.W.5. With support, edits and adds detail to writing in response to suggestions. (Writing Samples)</p>	
<p>K.W.1, K.W.7. Composes an opinion piece.</p> <p>Tester: Place "The Gingerbread Girl" and "The Gingerbread Boy" (or other similar stories) on the table.</p> <p>A. Which of these books is your favorite? Why? <input type="checkbox"/></p> <p>B. What is the title of this book? <input type="checkbox"/></p> <p>C. Draw and write about your favorite book (e.g. "I like ..."). <input type="checkbox"/></p> <p>Alternatively, teachers can use Book Report from Book Writing Center (Pages K-L).</p>	

Writing Conventions

<p>K.L.1, K.L.2. Prints first name legibly.</p> <p>Tester: Student should write letters correctly, with a capital at the beginning</p>	<p>Write name:</p>
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K.L.2. Spells simple words phonetically in written work. (Writing Sample or assessment below)



MATH ASSESSMENT 2



Counting and Cardinality

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

- A. Start at one and count as high as you can. ☐
- B. Count by tens as high as you can count for me. ☐

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

I'm going to say a number. You keep counting.
Four ☐ Thirteen ☐ Twenty-one ☐

Numbers and Base Ten

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

Tester: Place a set of ten and ten ones on a table (e.g. cubes, teddy bear counters, etc).

- A. Use these tens and ones to make 14. ☐
- B. Use these tens and ones to make 17. ☐

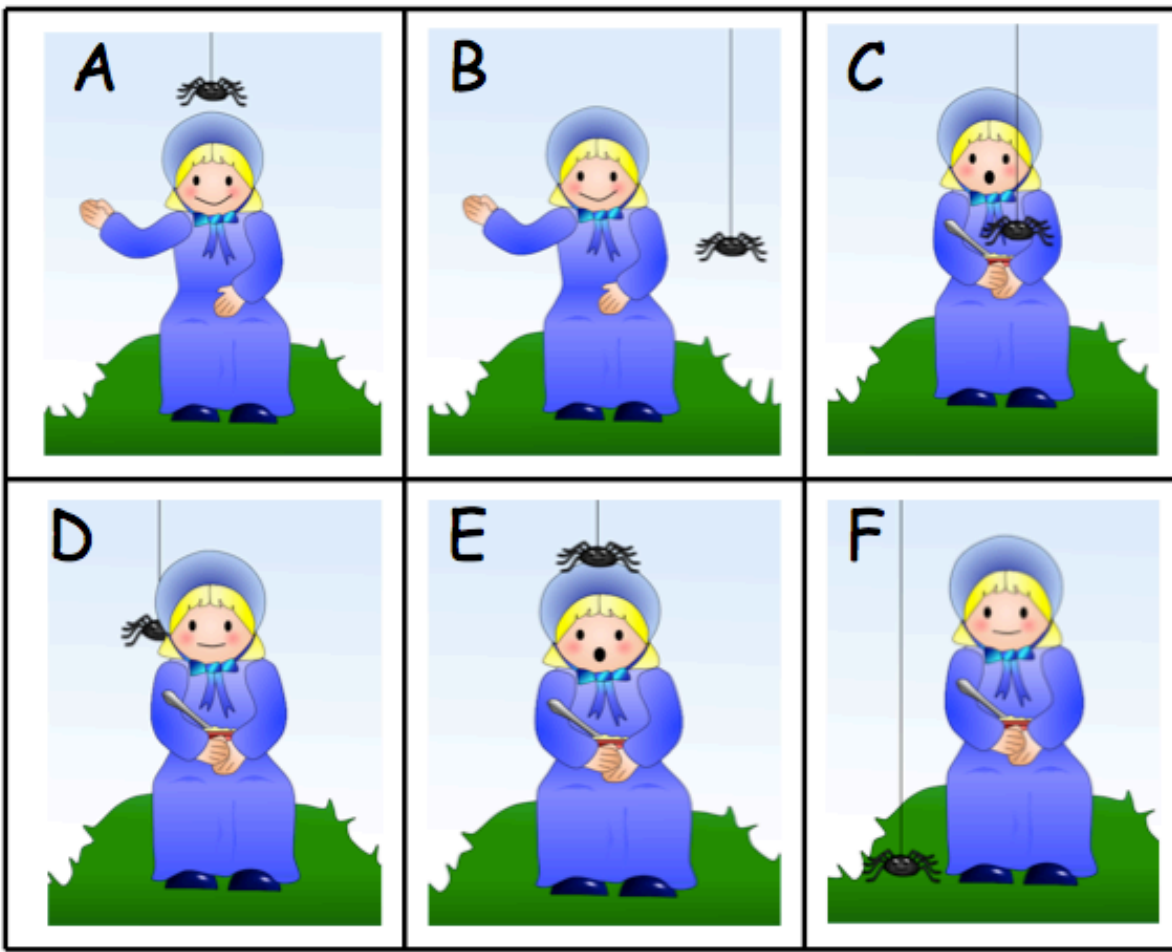
Geometry

K.G.2. Correctly name shapes regardless of their orientation or size.



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

- A. Is the spider above or below Miss Muffet? ☐
- B. Is the spider next to or behind Miss Muffet? ☐
- C. Is the spider below or in front of Miss Muffet? ☐
- D. Is the spider above or behind Miss Muffet? ☐
- E. Is the spider next to or below Miss Muffet? ☐
- F. Is the spider beside or behind Miss Muffet? ☐



Name: _____

Beartooth Elementary School CCSS Kindergarten Assessment 3



LANGUAGE ARTS

Reading

Early Reading Strategies & Phonemic Awareness

<p>K.RF.2. Blends and segments sounds.</p> <p>A. Let's clap the syllables in the words. Tell me how many syllables. <input type="checkbox"/> popcorn (2) <input type="checkbox"/> juice (1) <input type="checkbox"/> cucumber (3)</p> <p>B. Blend these parts together to make a word. <input type="checkbox"/> ba-na-na <input type="checkbox"/> to-ma-to <input type="checkbox"/> do-nut</p>	
<p>K.RF.2. Identifies rhyming words and makes new rhymes.</p> <p>A. I am going to read some words. Tell me if the words rhyme. <input type="checkbox"/> cat, hat <input type="checkbox"/> pig, bed <input type="checkbox"/> sun, fun</p> <p>B. Tell me a word that rhyme with: <input type="checkbox"/> bat _____ <input type="checkbox"/> pin _____ <input type="checkbox"/> sip _____</p>	

Concepts of Print

<p>K.RL.5, K.RF.1, K.RI.5. Identifies parts of a book. Understands that words are represented by letters and are separated by spaces.</p> <p>Tester: Place a book on the table in front of the student and prompt the student to identify the following:</p> <table><tr><td><input type="checkbox"/> Knows you read top to bottom</td><td><input type="checkbox"/> And left to right</td></tr><tr><td><input type="checkbox"/> Identifies front cover</td><td><input type="checkbox"/> Identifies title page</td></tr><tr><td><input type="checkbox"/> Identifies back cover</td><td><input type="checkbox"/> Holds book correctly</td></tr><tr><td><input type="checkbox"/> Points to the words</td><td><input type="checkbox"/> Points to the spaces between words</td></tr></table>		<input type="checkbox"/> Knows you read top to bottom	<input type="checkbox"/> And left to right	<input type="checkbox"/> Identifies front cover	<input type="checkbox"/> Identifies title page	<input type="checkbox"/> Identifies back cover	<input type="checkbox"/> Holds book correctly	<input type="checkbox"/> Points to the words	<input type="checkbox"/> Points to the spaces between words
<input type="checkbox"/> Knows you read top to bottom	<input type="checkbox"/> And left to right								
<input type="checkbox"/> Identifies front cover	<input type="checkbox"/> Identifies title page								
<input type="checkbox"/> Identifies back cover	<input type="checkbox"/> Holds book correctly								
<input type="checkbox"/> Points to the words	<input type="checkbox"/> Points to the spaces between words								

K.RF.1. Matches finger to words while reading. (Observation)

Phonics & Word Recognition

K.RF.1. Recognizes uppercase and lowercase letters. (Q3 Goal: 41-52)

K.RF.3. Associates sounds with letters taught. (Q3 Goal: 41-52)

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

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

Tester: You may choose to use the letters above, a separate assessment, or DIBELS assessment data. ISF on DIBELS of 25 or higher is sufficient.

K.RF.3. Distinguish between words by identifying letter sounds that differ. (Observation during guided reading time.)

K.RF.3. Reads appropriate grade level high frequency words.

like	red	at	can	to
the	go	blue	see	is
look	we	will	you	I

Vocabulary

K.L.4. Determines meaning of unknown words and phrases, including affixes and suffixes (-ed, -s, etc). Uses context clues to determine meaning. (Observation)

K.L.6. Asks and answers questions about unknown words.

Tester: Read "Planets" (or excerpt from another non-fiction picture book containing an unfamiliar word).

A. What does the word (orbit) mean? ☐

B. Point to the (orbit) in the picture. ☐

K.L.5. Organizes words by category.

Tester: Ask student to cross out the object that doesn't belong. Why?



K.L.5. Identifies real-life connections between words. (Observation)	
<p>K.L.5. Identifies opposites.</p> <p>I am going to tell you a word. You tell me its opposite.</p> <p>A. Up (down) <input type="checkbox"/></p> <p>B. In (out) <input type="checkbox"/></p> <p>C. On (off) <input type="checkbox"/></p>	

Literary Text

<p>K.RL.2, K.RL.3. Retells a story including characters, setting, main events (with help).</p> <p>Tester: Place “Goldilocks and the Three Bears” on the table.</p> <p>A. What is a character? <input type="checkbox"/></p> <p>B. Who is one character from the story? <input type="checkbox"/></p> <p>C. What does setting mean? <input type="checkbox"/></p> <p>D. What is the setting of this story? <input type="checkbox"/></p> <p>E. What happens in this story? <input type="checkbox"/></p> <p>F. How does this story end? <input type="checkbox"/></p>	
<p>K.RL.9. With help, compares and contrasts familiar stories.</p> <p>Tester: Place “Goldilocks and the Three Bears” and “The Three Little Pigs” on the table.</p> <p>A. What is the same about these two stories? <input type="checkbox"/></p> <p>B. What is different about these two stories? <input type="checkbox"/></p>	
<p>K.RL.1, K.RL.6. Asks and answers questions about details in the text, including the author and illustrators’ roles.</p> <p>Tester: Please refer to the conversation above about “Goldilocks and the Three Bears”. Additionally, ask:</p> <p>A. What does the author do? <input type="checkbox"/></p> <p>B. What does the illustrator do? <input type="checkbox"/></p>	

Informational Text

<p>K.RI.5. Uses text features to obtain information.</p> <p>Tester: Please refer to Concepts of Print assessments.</p>	
<p>K.RI.2 Tells what is learned from informational text, including the main topic.</p> <p>Tester: Please refer to K.L.4 and K.L.6 Vocabulary assessments using the “Space” book or another non-fiction story. Student should be able to tell you the main topic of the text and retell details of the story. Ask:</p> <p>A. What is the story about? <input type="checkbox"/></p> <p>B. What happened in the story? <input type="checkbox"/></p>	

<p>K.RI.1, K.RI.3, K.RI.6. Asks and answers questions about key details of the text.</p> <p>Tester: Using the “Space” story or another non-fiction book, students should talk about the story including key events of the text. Ask:</p> <p>A. What does the author do? <input type="checkbox"/></p> <p>B. What does the illustrator do? <input type="checkbox"/></p>	
<p>K.RI.8. With prompting and support, identifies reasons an author gives to support points in a text.</p> <p>Tester: Read a non-fiction story and ask why the author thinks (choose a topic). Show me that part in the book. <input type="checkbox"/></p>	

Reading Behaviors

<p>Reads during independent reading time.</p> <p>Tester: Student should participate during guided reading times and reading center. (Observation)</p>	
<p>K.RL.10, K.RI.10. Participates in large and small group conversations about books and other kindergarten topics. (Observation)</p> <p>Tester: Student should be able to identify common types of text (fiction, non-fiction, poetry). Place a fiction book, non-fiction book and poem on the table.</p> <p>A. Point to the fiction story. <input type="checkbox"/></p> <p>B. Point to the non-fiction book. <input type="checkbox"/></p> <p>C. Point to the poem. <input type="checkbox"/></p>	

Speaking & Listening

<p>K.SL.1. Follows simple verbal instructions & takes turns when speaking. (Observation)</p>	
<p>K.SL.2. Confirms understanding of texts read aloud by asking and answering questions. (Observation, refer to Vocabulary assessment)</p>	
<p>K.SL.4. Describes familiar people, places, things and events and is able to determine relevant details about these things.</p> <p>Tester: Show Photograph A (Grocery Store).</p> <p>A. Who is this? (Tester points to the family.) <input type="checkbox"/></p> <p>B. Where is this family? <input type="checkbox"/></p> <p>C. What are they buying? <input type="checkbox"/></p> <p>Tester: Show Photograph B (Birthday Party).</p> <p>A. What is happening in this picture? <input type="checkbox"/></p> <p>B. What happens at a birthday party? <input type="checkbox"/></p> <p>C. What is this? (Tester points to cake.) <input type="checkbox"/></p>	



LANGUAGE ARTS

Writing assessment 3

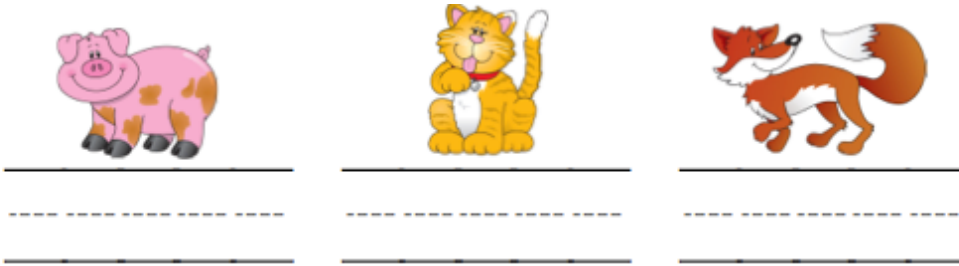
Writing

<p>K.W.3. Uses pictures or words to create a story with characters.</p> <p>Tester: Ask student to draw or write a story. Have him tell you about it. (Observation/Writing Sample)</p>	
<p>K.W.5. With support, edits and adds detail to writing in response to suggestions. (Writing Samples)</p>	
<p>K.W.1, K.W.7. Composes an opinion piece.</p> <p>Tester: Place several similar stories on the table.</p> <p>A. Which of these books is your favorite? Why? <input type="checkbox"/></p> <p>B. What is the title of this book? <input type="checkbox"/></p> <p>C. Draw and write about your favorite book (e.g. "I like ..."). <input type="checkbox"/></p> <p>Alternatively, teachers can use Book Report from Book Writing Center (Pages K-L).</p>	
<p>K.W.8. With prompting, recalls information from experiences or gathers information from sources to answer questions and uses pictures or words to tell about the facts.</p> <p>Tester: Point to the book "Space".</p> <p>A. What is the sun? (a star) <input type="checkbox"/></p> <p>B. Tell about a planet. <input type="checkbox"/></p>	
<p>K.W.6. With support, explores digital tools to publish writing. (Observation/Writing Sample)</p> <p>Tester: Refer to attached Digital Tools Assessment Packet (Page G-J), if desired.</p>	

Writing Conventions

<p>K.L.1, K.L.2. Prints first name legibly.</p> <p>Tester: Student should write letters correctly, with a capital at the beginning</p>	<p>Write name:</p>
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K.L.2. Uses grade-level appropriate conventions of grammar, including capitalization and punctuation. (Writing Sample) Spells simple words phonetically in written work.



K.L.1. Spells grade level high frequency words in written work. Uses commonly occurring nouns/verbs. (Writing Sample)

MATH ASSESSMENT 3



Counting and Cardinality

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

Tester: Provide 20 cubes or cultural objects and Page A (Counting Mat).

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

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

Operations and Algebraic Thinking

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

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

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

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

Alternatively, a similar activity could be done using cultural manipulatives.

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

Tester: Provide a train of five linking cubes.

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

$\square + \square = 5$	
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Measurement & Data

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

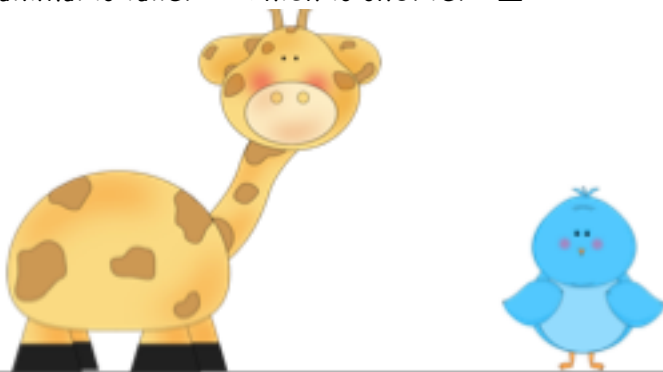
Tester: Place a handful of unifix cubes on the table.

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



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

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



Name: _____

Beartooth Elementary School CCSS Kindergarten Assessment 4



LANGUAGE ARTS

Reading

Early Reading Strategies & Phonemic Awareness

<p>K.RF.2. Blends and segments sounds.</p> <p>A. Let's clap the syllables in the words. Tell me how many syllables. <input type="checkbox"/> popcorn (2) <input type="checkbox"/> juice (1) <input type="checkbox"/> cucumber (3)</p> <p>B. Blend these parts together to make a word. <input type="checkbox"/> ba-na-na <input type="checkbox"/> to-ma-to <input type="checkbox"/> do-nut</p>	
<p>R.RF.2. Adds/substitutes sounds to make new words.</p> <p>Tester: Using a whiteboard, ask students to write the word am. Have students add/substitute letters to make the following words: <input type="checkbox"/> jam <input type="checkbox"/> ham <input type="checkbox"/> camp</p>	
<p>K.RF.2. Identifies rhyming words and makes new rhymes.</p> <p>A. I am going to read some words. Tell me if the words rhyme. <input type="checkbox"/> cat, hat <input type="checkbox"/> pig, bed <input type="checkbox"/> sun, fun</p> <p>B. Tell me a word that rhyme with: <input type="checkbox"/> bat _____ <input type="checkbox"/> pin _____ <input type="checkbox"/> sip _____</p>	

Concepts of Print

<p>K.RL.5, K.RF.1, K.RI.5. Identifies parts of a book. Understands that words are represented by letters and are separated by spaces.</p> <p>Tester: Place a book on the table in front of the student and prompt the student to identify the following: <input type="checkbox"/> Knows you read top to bottom <input type="checkbox"/> And left to right</p>
--

- ☐ Identifies front cover
- ☐ Identifies back cover
- ☐ Points to the words

- ☐ Identifies title page
- ☐ Holds book correctly
- ☐ Points to the spaces between words

K.RF.1. Matches finger to words while reading. (Observation)

Phonics & Word Recognition

K.RF.1. Recognizes uppercase and lowercase letters. (Q4 Goal: 48-52)

K.RF.3. Associates sounds with letters taught. (Q4 Goal: 48-52)

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

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

Tester: You may choose to use the letters above, a separate assessment, or DRA assessment data. A DRA score of 4 or above is sufficient.

K.RF.3. Distinguish between words by identifying letter sounds that differ. (Observation during guided reading time.)

K.RF.3. Reads appropriate grade level high frequency words.

like	red	at	can	to
the	go	blue	see	is
look	we	will	you	I
said	and	have	in	of

K.RF.2, K.RF.3. Begins to decode words including those with vowels.

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

☐ /f/ /o/ /x/ ☐ /t/ /a/ /p/ ☐ /p/ /i/ /g/





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

☐ cat ☐ sun ☐ bed

Vocabulary




K.L.4. Determines meaning of unknown words and phrases, including affixes and suffixes (-ed, -s, etc). Uses context clues. (Observation)

K.L.6. Asks and answers questions about unknown words.

<p>Tester: Read “From Seed to Flower” (or excerpt from another non-fiction picture book containing an unfamiliar word).</p> <p>A. What does the word (root) mean? <input type="checkbox"/></p> <p>B. Point to the (root) in the picture. <input type="checkbox"/></p>	
<p>K.L.5. Organizes words by category.</p> <p>Tester: Ask student to cross out the object that doesn’t belong. Why?</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	
<p>K.L.5. Identifies real-life connections between words and acts out meanings of similar words.</p> <p>These words mean almost the same thing but they are a little bit different. Use your body to act out the words:</p> <p><input type="checkbox"/> walk <input type="checkbox"/> march <input type="checkbox"/> tiptoe</p>	
<p>K.L.5. Identifies opposites.</p> <p>I am going to tell you a word. You tell me its opposite.</p> <p>A. dark (light) <input type="checkbox"/></p> <p>B. hot (cold) <input type="checkbox"/></p> <p>C. big (little) <input type="checkbox"/></p>	

Literary Text

<p>K.RL.2, K.RL.3, K.RL.6. With prompting and support, retells familiar stories. Identifies details and asks questions.</p> <p>Tester: Place a familiar story in front of the child.</p> <p>A. What happens in the beginning of the story? <input type="checkbox"/></p> <p>B. What happens in the middle of the story? <input type="checkbox"/></p> <p>C. What happens at the end of the story? <input type="checkbox"/></p>	
<p>K.RL.9. With help, compares and contrasts familiar stories.</p> <p>Tester: Place “Goldilocks and the Three Bears” and “The Three Little Pigs” on the table.</p> <p>A. What is the same about these two stories? <input type="checkbox"/></p> <p>B. What is different about these two stories? <input type="checkbox"/></p>	
<p>K.RL.1, K.RL.6. Asks and answers questions about details in the text, including the author and illustrators’ roles.</p>	

<p>Tester: Please refer to the conversation above about a familiar story. Additionally, ask:</p> <p>A. What does the author do? <input type="checkbox"/></p> <p>B. What does the illustrator do? <input type="checkbox"/></p>	
<p>K.RL.7. Understands the relationship between illustrations and text.</p> <p>Which picture best matches the sentence? Why? <input type="checkbox"/></p> <p style="text-align: center;">The cat is on the bed.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	

Informational Text

<p>K.RI.5. Uses text features to obtain information.</p> <p>Tester: Please refer to Concepts of Print assessments.</p>	
<p>K.RI.2 Tells what is learned from informational text, including the main topic.</p> <p>Tester: Please refer to K.L.4 and K.L.6 Vocabulary assessments using the “From Seed to Flower” book or another non-fiction story. Student should be able to tell you the main topic of the text and retell details of the story. Ask:</p> <p>C. What is the story about? <input type="checkbox"/></p> <p>D. What happened in the story? <input type="checkbox"/></p>	
<p>K.RI.1, K.RI.3, K.RI.6. Asks and answers questions about key details of the text.</p> <p>Tester: Using the “From Seed to Flower” story or another non-fiction book, students should talk about the story including key events of the text. Ask:</p> <p>C. What does the author do? <input type="checkbox"/></p> <p>D. What does the illustrator do? <input type="checkbox"/></p>	
<p>K.RI.7. Understands relationship between illustrations and the text.</p> <p>Tester: Refer to assessment for K.RL.7 above.</p>	
<p>K.RI.9. Compare and contrast texts on the same topic.</p> <p>Tester: Place “From Seed to Flower” and other books about plants and flowers on the table. Have students talk about:</p>	

<p>A. How are these books alike? <input type="checkbox"/></p> <p>B. How are these books different? <input type="checkbox"/></p>	
<p>K.RI.8. With prompting and support, identifies reasons an author gives to support points in a text.</p> <p>Tester: Read a non-fiction story and ask why the author thinks (choose a topic). Show me that part in the book. <input type="checkbox"/></p>	

Reading Behaviors

<p>Reads during independent reading time.</p> <p>Tester: Student should participate during guided reading times and reading center. (Observation)</p>	
<p>K.RL.10, K.RI.10. Participates in large and small group conversations about books and other kindergarten topics. (Observation)</p> <p>Tester: Student should be able to identify common types of text (fiction, non-fiction, poetry). Place a fiction book, non-fiction book and poem on the table.</p> <p>A. Point to the fiction story. <input type="checkbox"/></p> <p>B. Point to the non-fiction book. <input type="checkbox"/></p> <p>C. Point to the poem. <input type="checkbox"/></p>	
<p>K.RF.3. Knows and applies phonics skills to decode words.</p> <p>K.RF.4. Reads emergent reader texts with purpose and understanding.</p> <p>Tester: Observe students during guided reading time. A DRA score of 4 or higher is sufficient for meeting these standards.</p>	

Speaking & Listening

<p>K.SL.1. Follows simple verbal instructions & takes turns when speaking. (Observation)</p>	
<p>K.SL.2. Confirms understanding of texts read aloud by asking and answering questions. (Observation, refer to Vocabulary assessment)</p>	
<p>K.SL.4. Describes familiar people, places, things and events and is able to determine relevant details about these things.</p> <p>Tester: Show Photograph A (Grocery Store).</p> <p>A. Who is this? (Tester points to the family.) <input type="checkbox"/></p> <p>B. Where is this family? <input type="checkbox"/></p> <p>C. What are they buying? <input type="checkbox"/></p> <p>Tester: Show Photograph B (Birthday Party).</p> <p>A. What is happening in this picture? <input type="checkbox"/></p> <p>B. What happens at a birthday party? <input type="checkbox"/></p> <p>C. What is this? (Tester points to cake.) <input type="checkbox"/></p>	



LANGUAGE ARTS

Writing assessment 4

Writing

<p>K.W.3. Uses pictures or words to create a story with characters.</p> <p>Tester: Ask student to draw or write a story. Have him tell you about it. (Observation/Writing Sample)</p>	
<p>K.W.5. With support, edits and adds detail to writing in response to suggestions. (Writing Samples)</p>	
<p>K.W.1, K.W.7. Composes an opinion piece.</p> <p>Tester: Place several books on the table.</p> <p>A. Which of these books is your favorite? Why? <input type="checkbox"/></p> <p>B. What is the title of this book? <input type="checkbox"/></p> <p>C. Draw and write about your favorite book (e.g. "I like ..."). <input type="checkbox"/></p> <p>Alternatively, teachers can use Book Report from Book Writing Center (Pages K-L).</p>	
<p>K.W.8. With prompting, recalls information from experiences or gathers information from sources to answer questions and uses pictures or words to tell about the facts.</p> <p>Tester: Point to the book "From Seed to Flower".</p> <p>A. What is a seed? <input type="checkbox"/></p> <p>B. What does a flower need to grow? <input type="checkbox"/></p>	
<p>K.W.6. With support, explores digital tools to publish writing. (Observation/Writing Sample)</p> <p>Tester: Refer to attached Digital Tools Assessment Packet (Pages G-J), if desired.</p>	

Writing Conventions

<p>K.L.1, K.L.2. Prints first name legibly.</p> <p>Tester: Student should write letters correctly, with a capital at the beginning</p>	<p>Write name:</p>
<p>K.L.2. Uses grade-level appropriate conventions of grammar, including capitalization and punctuation. (Writing Sample) Spells simple words</p>	

phonetically in written work.



K.L.1. Spells grade level high frequency words in written work. Uses commonly occurring nouns/verbs. (Writing Sample)

K.L.1. Forms most letters correctly. (Writing Sample)

K.L.2. Uses appropriate capitalization and punctuation in writing. (Writing Sample)







MATH ASSESSMENT 4



Operations and Algebraic Thinking

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

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

$$6 + \boxed{} = 10$$

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

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

☐ $3 + 1$

☐ $2 + 2$

☐ $2 + 3$

☐ $5 - 3$

☐ $3 - 2$

☐ $4 - 1$

Geometry

<p>K.G.3. Identifies shapes as flat or solid.</p> <p>A. Is this a flat shape or a solid shape? (Point to a 3D shape) <input type="checkbox"/></p> <p>B. Is this a flat shape or a solid shape? (Point to a 2D shape) <input type="checkbox"/></p>	
<p>K.G.4. Analyzes, describes and compares 2-dimensional shapes.</p> <p>Tester: Show Page E (Shapes). For each shape, ask: Tell me about this shape. How many sides/corners are there?</p> <p><input type="checkbox"/> Square <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/> Circle</p>	
<p>K.G.4. Analyzes, describes and compares 3-dimensional shapes.</p> <p>Tester: Hold up each solid shape as you ask: What shape is this? Tell me about this shape. Does it have flat faces or curved surfaces?</p> <p><input type="checkbox"/> Sphere <input type="checkbox"/> Cylinder <input type="checkbox"/> Cube <input type="checkbox"/> Cone</p>	
<p>K.G.5. Model shapes in the world by building shapes from components.</p> <p>Tester: Provide straws, popsicle sticks and/or Play-dough and instruct the child to create the following shapes:</p> <p><input type="checkbox"/> Square <input type="checkbox"/> Rhombus <input type="checkbox"/> Triangle <input type="checkbox"/> Rectangle <input type="checkbox"/> Sphere <input type="checkbox"/> Cube <input type="checkbox"/> Cylinder</p>	
<p>K.G.6. Combines simple shapes to form larger shapes.</p> <p>Tester: Place plane shapes on table (squares, rectangles, triangles).</p> <p>A. Can you use rectangles to make a square? <input type="checkbox"/></p> <p>B. Can you use triangles to make a rhombus? <input type="checkbox"/></p> <p>C. Can you use squares to make a rectangle? <input type="checkbox"/></p> <p>Alternatively, tester may use tangrams to allow students to use simple shapes to form larger shapes.</p>	



SUPPLEMENTAL MATERIALS

English Language Arts & Math
Common Core State Standards
Assessment Packet

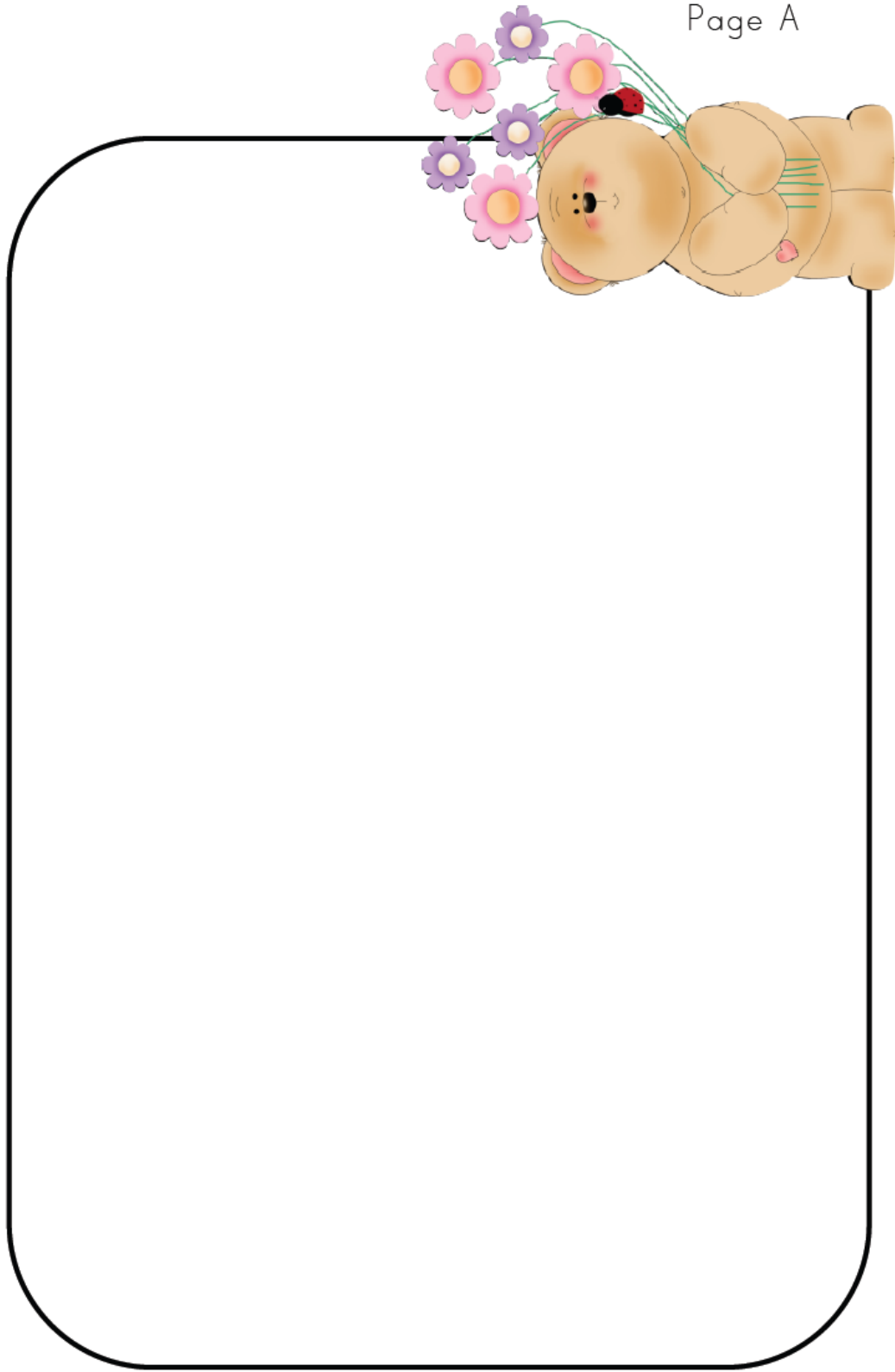


Beartooth Elementary Kindergarten

Billings Public Schools
Billings, Montana
Developed October 2012

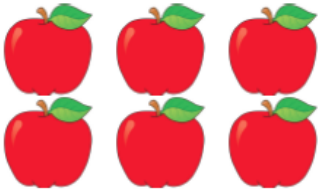



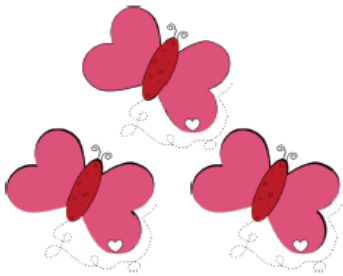


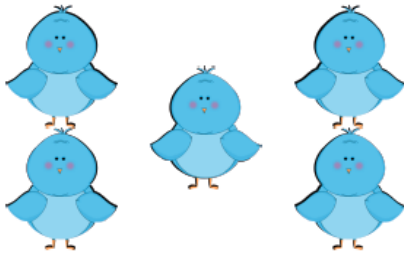
Included in this supplement:
Pages A-M

Counting Mat



Page A

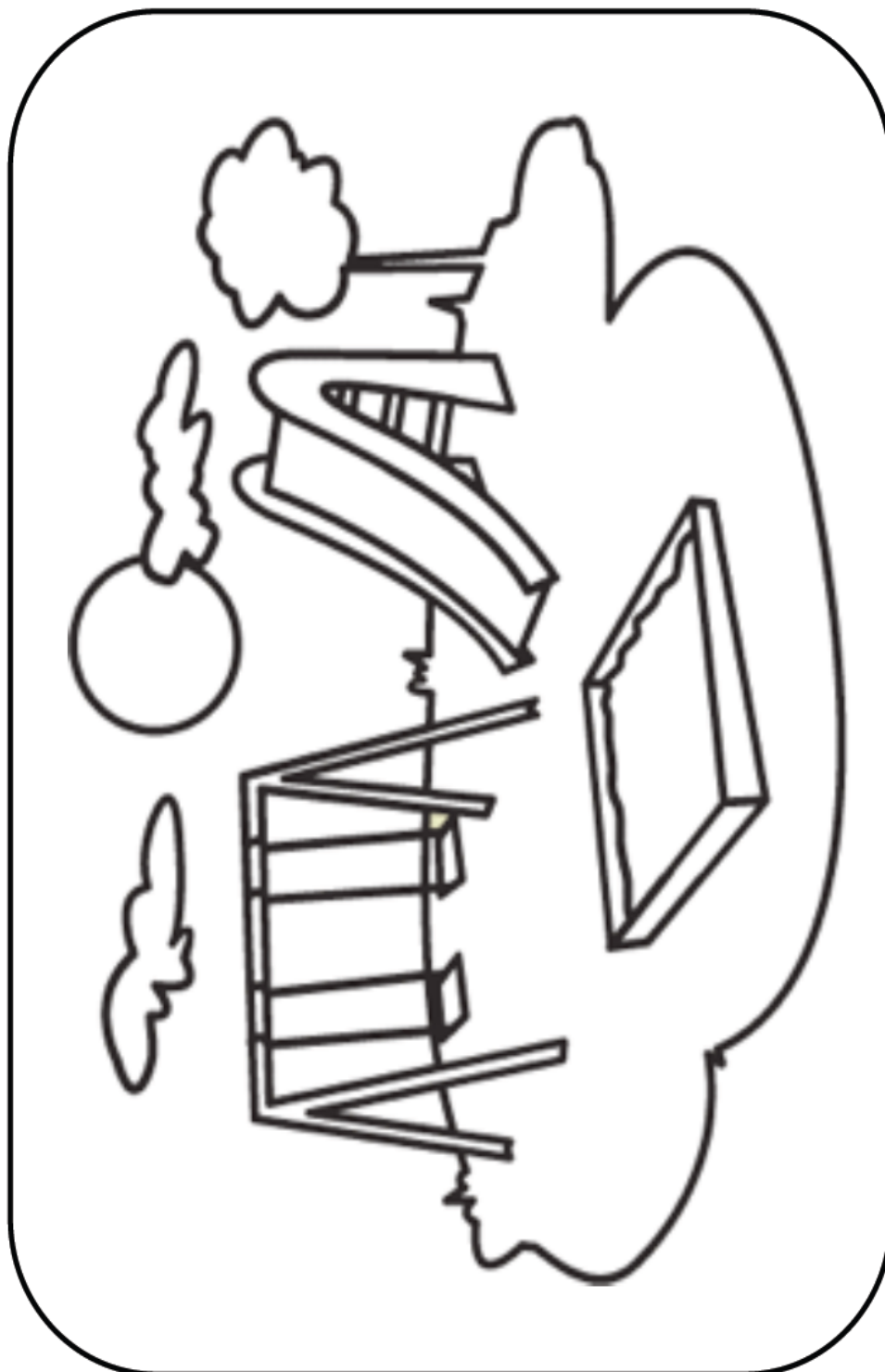
Comparing Objects

<p>A</p> 	
<p>B</p> 	
<p>C</p> 	
<p>D</p> 	

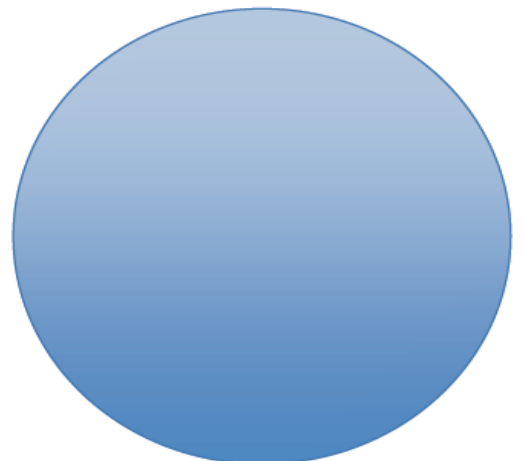
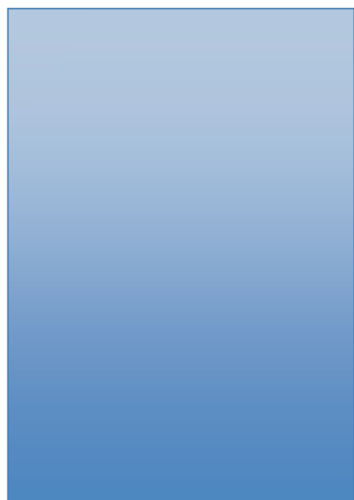
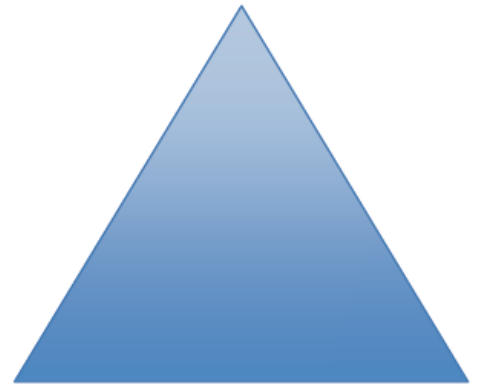
Comparing Numbers

A	5	1
B	3	8
C	6	2
D	4	7

Park Workmat



Shapes



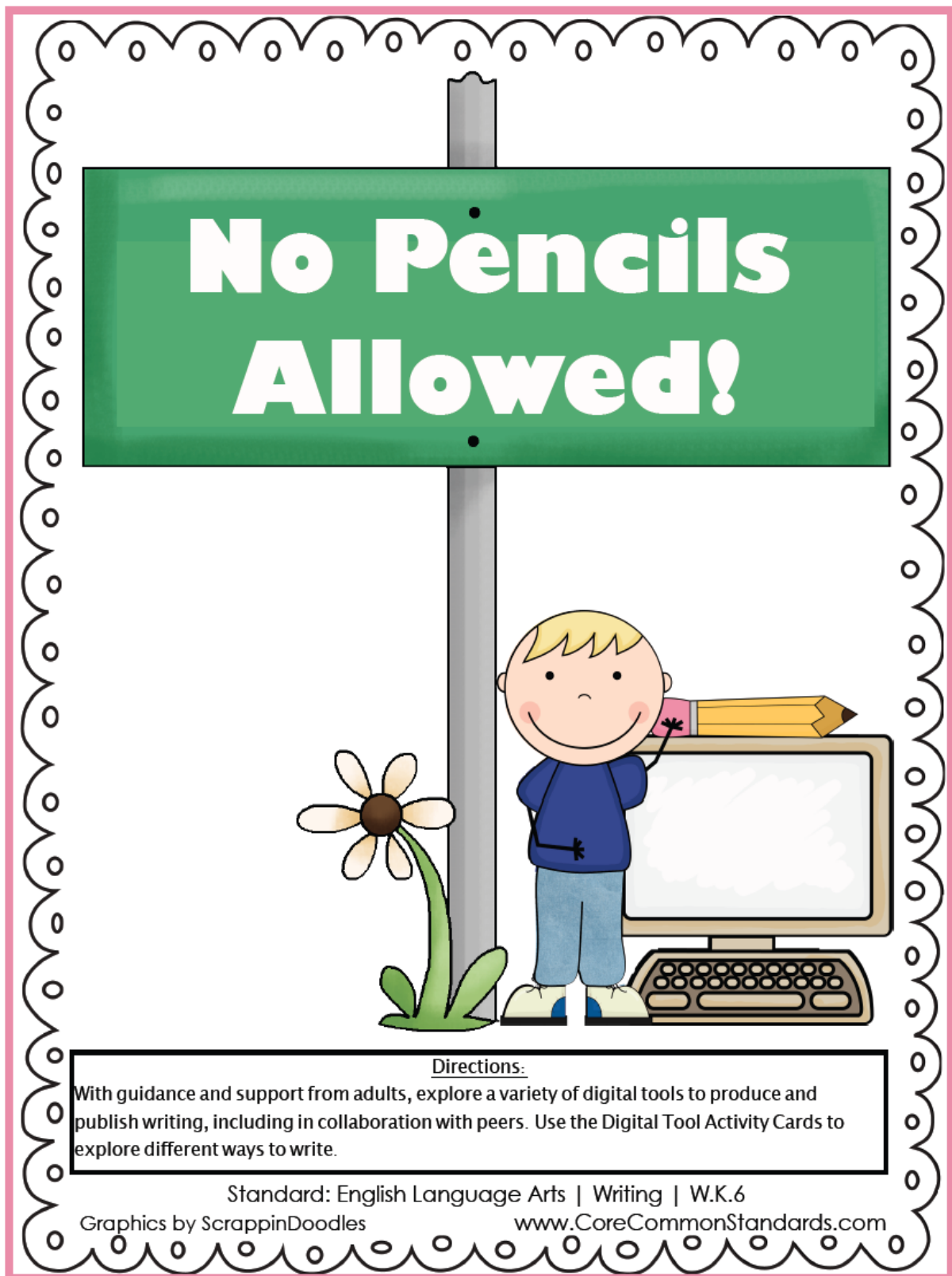


Numbers 0-10

8	2	0	4
3	6	9	10
1	5	7	

Numbers 11-20

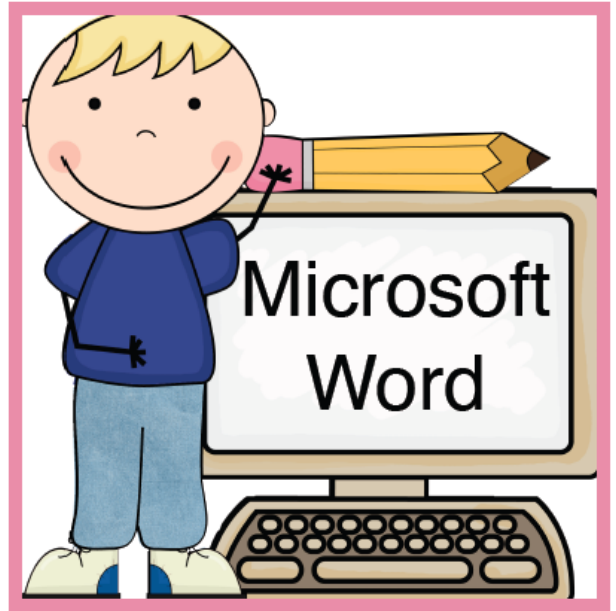
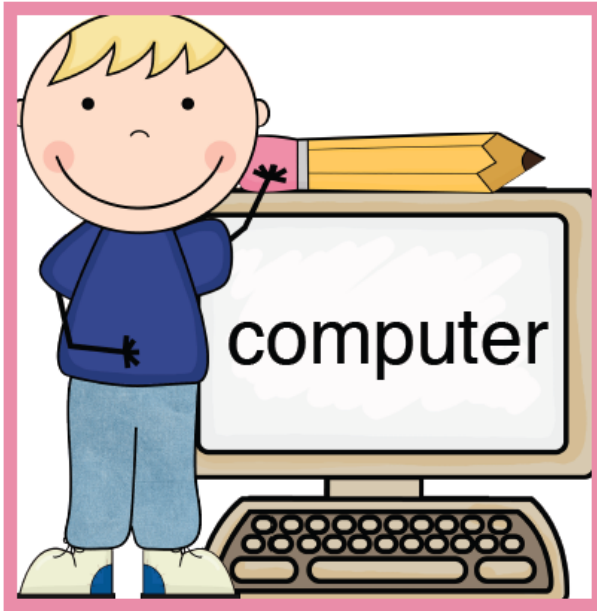
18	12	17	14
13	16	19	20
11	15		

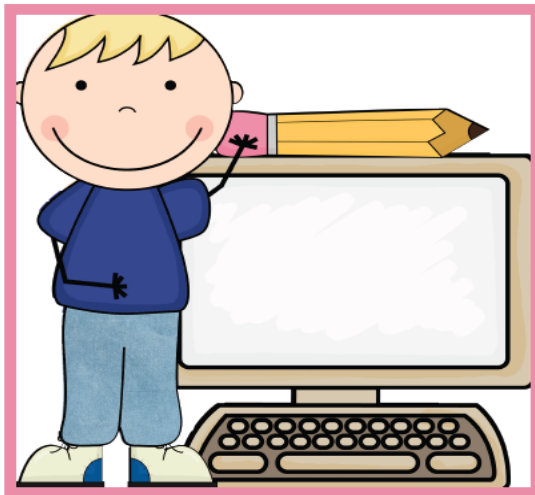
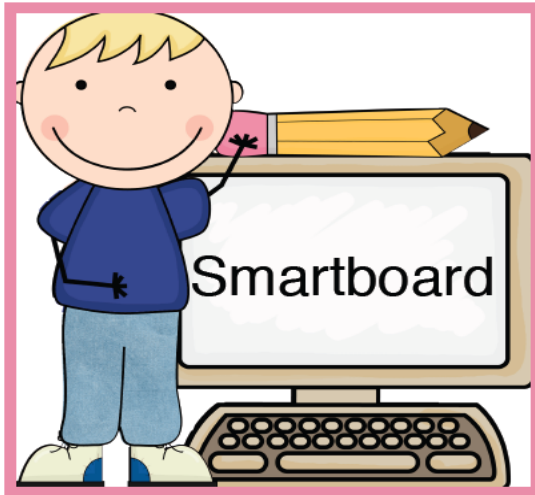


No Pencils Allowed!

Directions:
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Use the Digital Tool Activity Cards to explore different ways to write.

Standard: English Language Arts | Writing | W.K.6
Graphics by ScrappinDoodles www.CoreCommonStandards.com





Level: Kindergarten

Name: _____

Other Ways to Write

Directions: Today, many people use digital tools to write. Write your story using the computer and other digital tools.

I want to write about...

I am going to use a computer to type my story.



I want to add pictures to my story by using...

a. *digital camera*, b. *scanner*, c. *clipart website*.

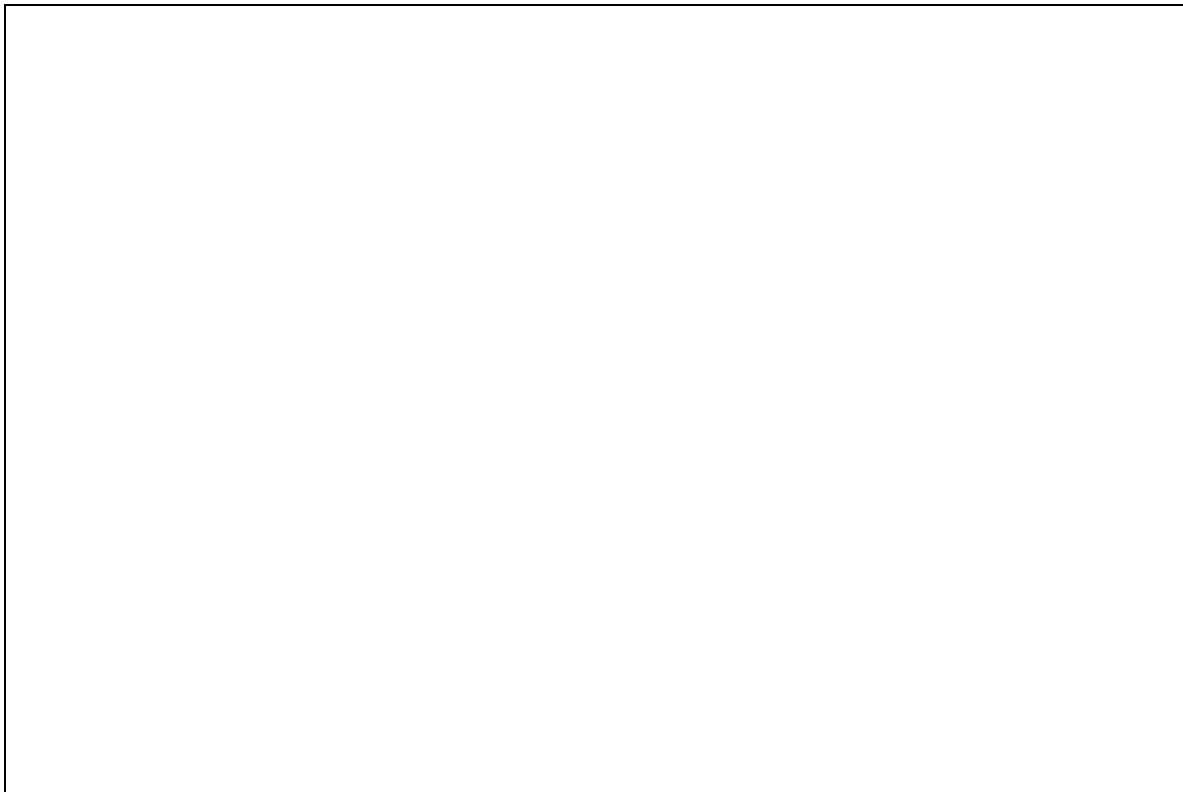
I will share my writing by...

- a. *printing my story*,
- b. *emailing it to my classmates*,
- c. *presenting it using a projector*

Something new I learned using these tools is...

Name _____

The name of the book is



Did you like the book?

yes

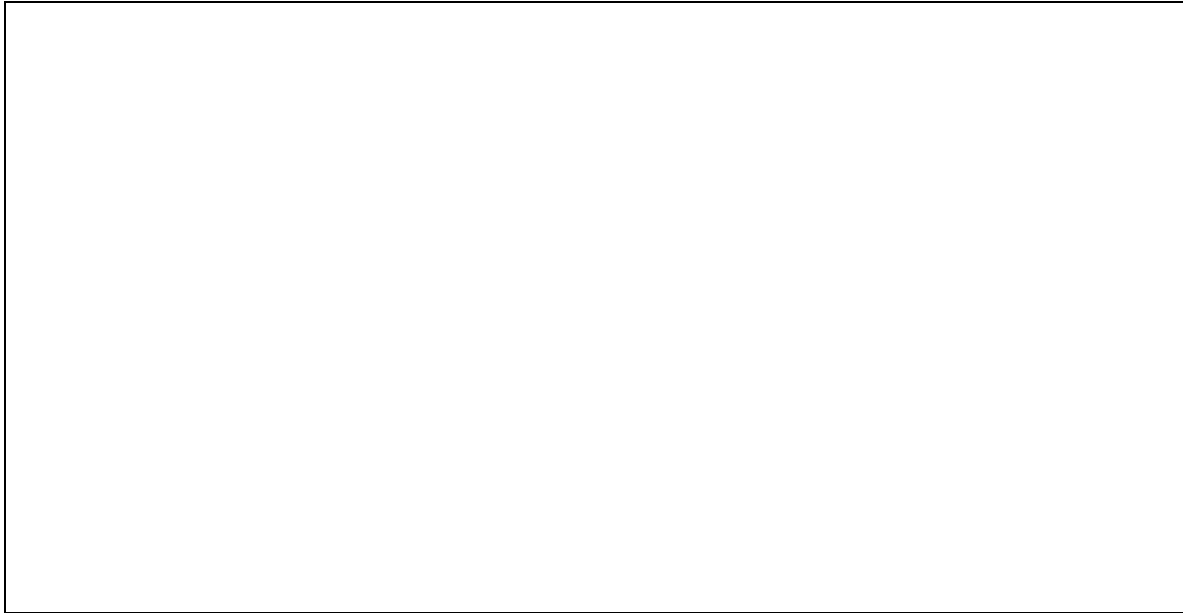
or

no

Name _____

The name of the book is

_____.



I like when this happened in the story:





Language Arts

- Three familiar story books (K.RL.1 – K.RL.5)
- Fiction book, non-fiction book and poem (K.RL.5)
- “Growing Pumpkins”, “Space” and “From Seed to Flower” (or other non-fiction books) (K.L.4, K.RI.5, K.W.8)
- “The Three Bears” and “The Three Little Pigs” (K.RL.9)
- “The Gingerbread Boy” and “The Gingerbread Girl” (K.W.1)
- Decodable book (K.RF.1, K.RF.4)
- Writing Samples (K.W.2-7, K.SL.5, K.L.1-2)
- Attachment page M: Photographs A-B (K.SL.4)
- Attachment pages G-J (K.W.6)
- Attachment pages K-L (K.W.1)

Common Core Assessment Materials

Math

- Linking cubes (K.CC.4, K.CC.5, K.OA.3, K.OA.5, K.MD.1)
- Set of ten and ten ones (e.g. sticks, straws or cubes) (K.NBT.1)
- Bear counters (K.OA.1-K.OA.2)
- Solid shapes: sphere, cylinder, cube, cone (K.G.3-K.G.4)
- Straws, sticks and/or Play-dough (K.G.5)
- Plane shapes: squares, rectangles, triangles (K.G.6)
- Attribute blocks: various shapes, sizes and colors (K.MD.3)
- Cultural manipulative kit when tester chooses to replace any of the above materials with its contents
- Attachment pages A-F (Included)