Kindergarten End of Year Assessment

Spartanburg County

School District Six

K.NS.1 (Oral) Number Sense

- Count to 100 by ones.

- Count to 100 by tens.

K.NS.2 (oral) Number Sense

Count forward beginning at…

(Teacher decides when to stop counting.)

Sample:

7 ___ ___ ___ ___

43 ___ ___ ___ ___

88 ___ ___ ___ ___

Write numbers in order from 0 – 20.

K.NS.3 Number Sense

Count out this many objects.

(Do not tell the child the number.)

4 - 6

K.NS.3 Number Sense

7

K.NS.3 Number Sense

0

K.NS.3 Number Sense

14

K.NS.4a Number Sense

Count the objects in the set.

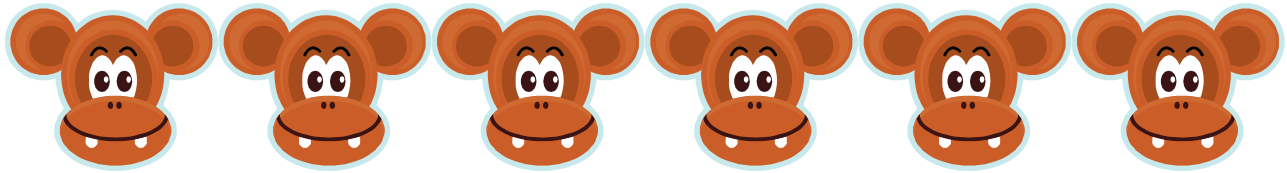
7 - 9

K.NS.4a

Number Sense

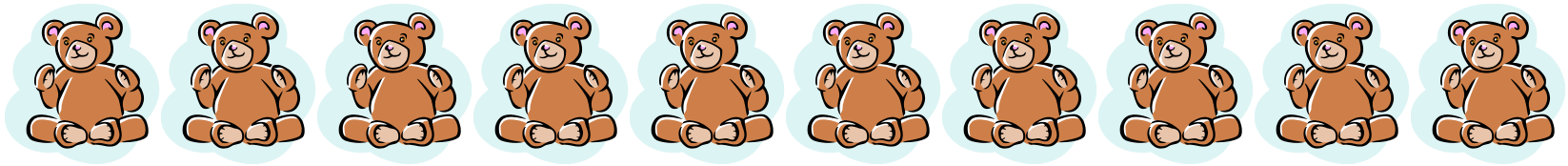
K.NS.4a

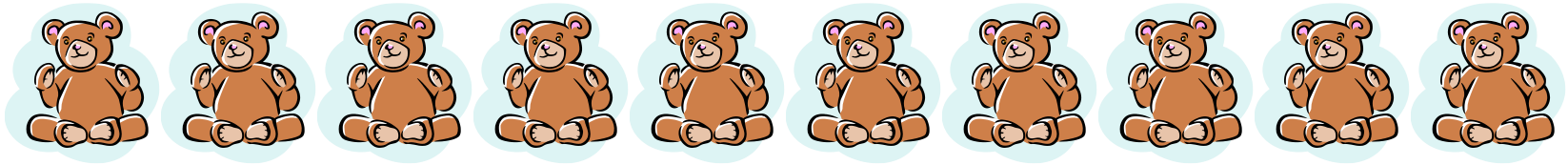
Number Sense



K.NS.4a

Number Sense





K.NS.4b and 5 Number Sense

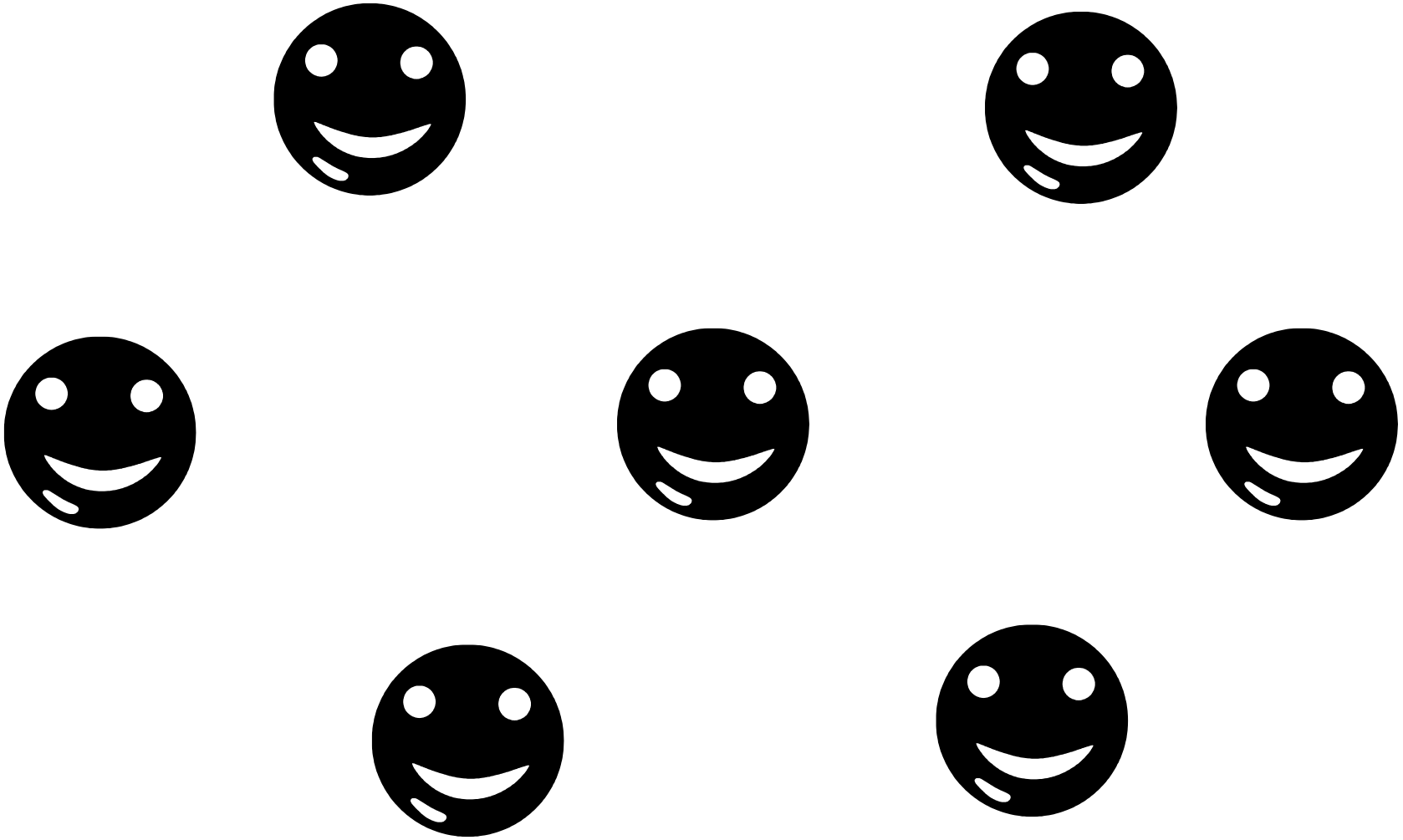
(To be tested at the same time)

Count the objects.

10 - 12

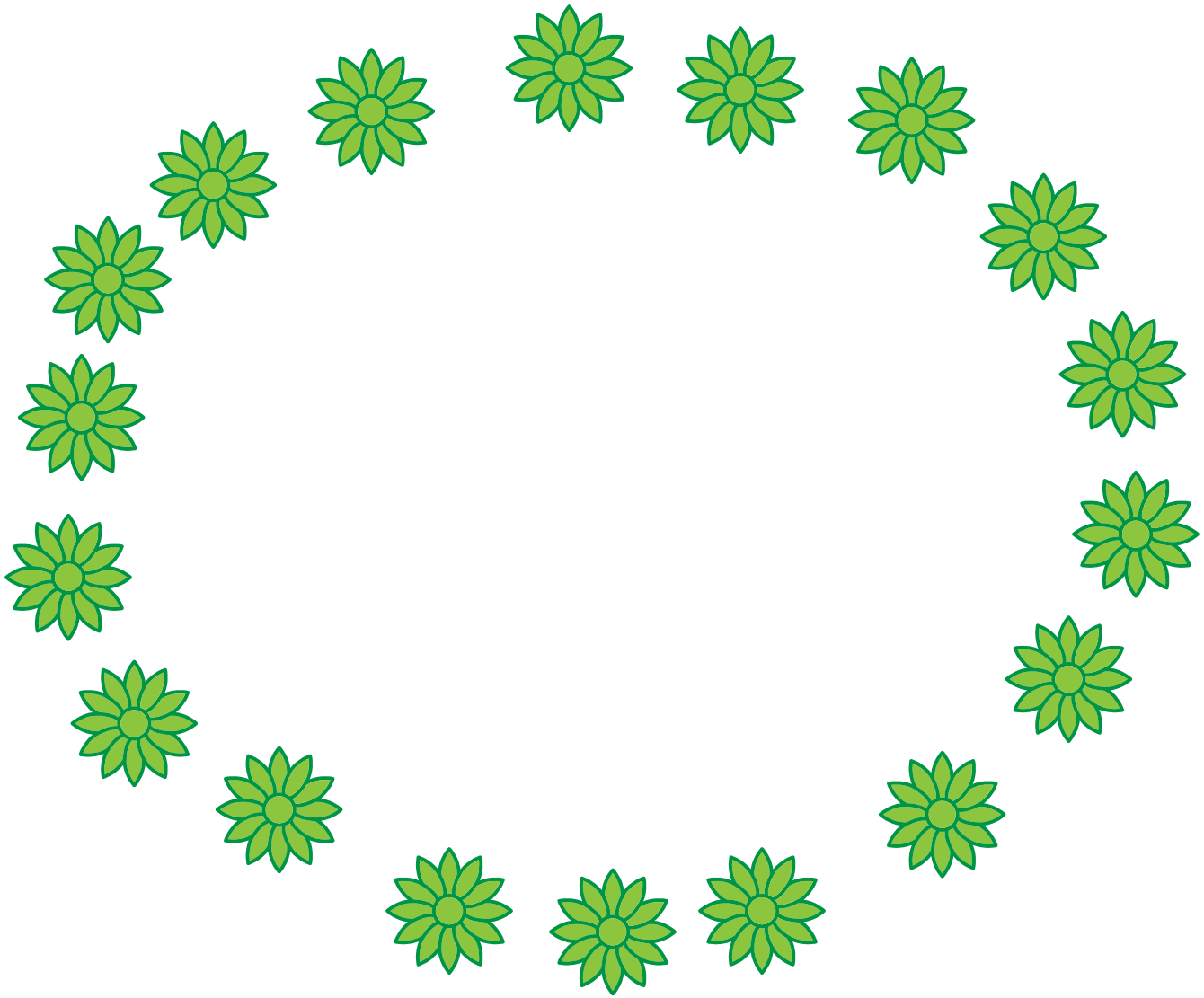
K.NS.4b and 5

Number Sense



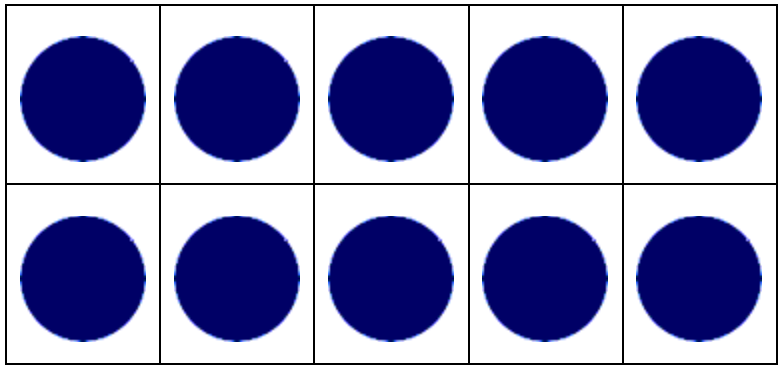
K.NS.4b and 5

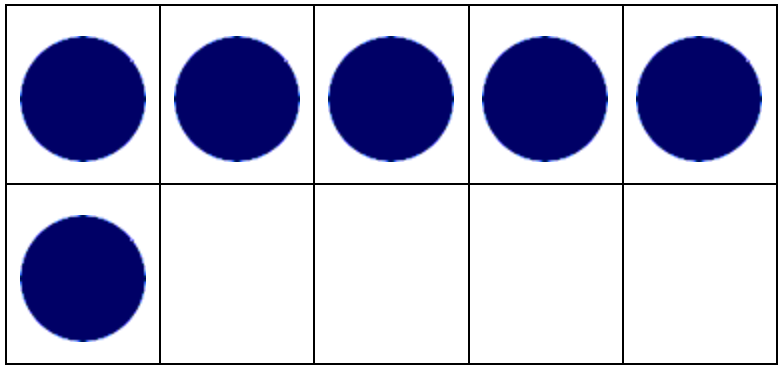
Number Sense



K.NS.4b and 5

Number Sense





Show me the number that is one larger than…

Samples:

1) 2
2) 12
3) 18

K.NS.4c

Number Sense

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

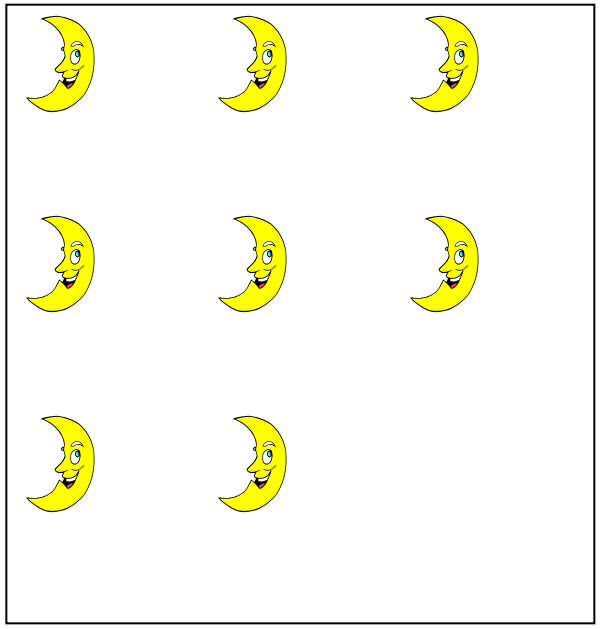
Is this set greater than, less than or equal to?

(The child will compare the set on the left to the set on the right.)

14 - 16

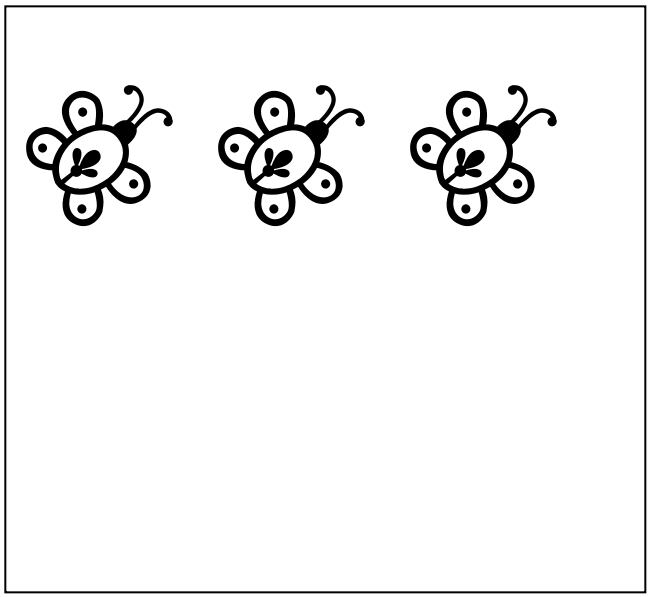
K.NS.6

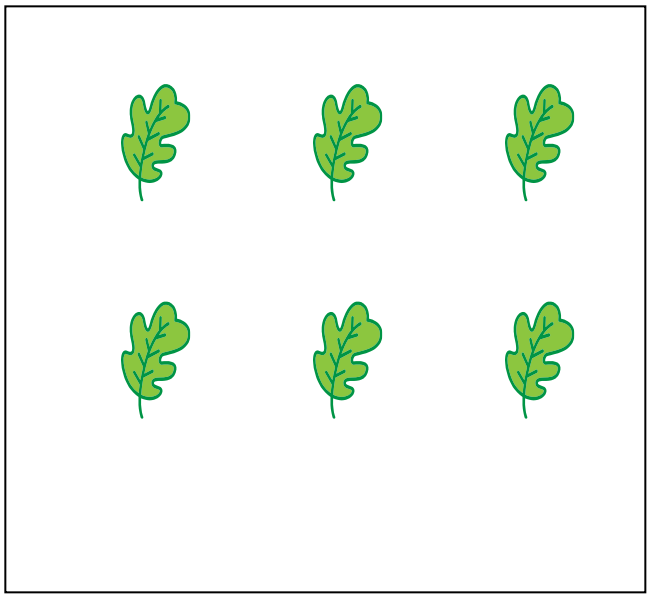
Number Sense



K.NS.6

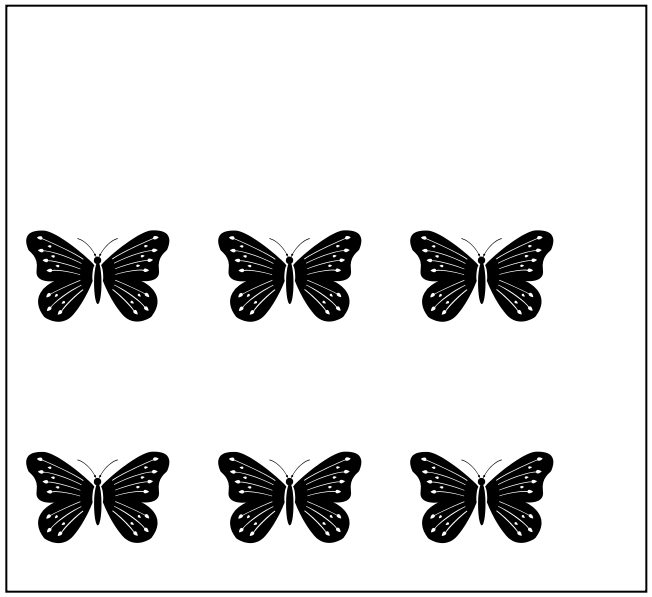
Number Sense

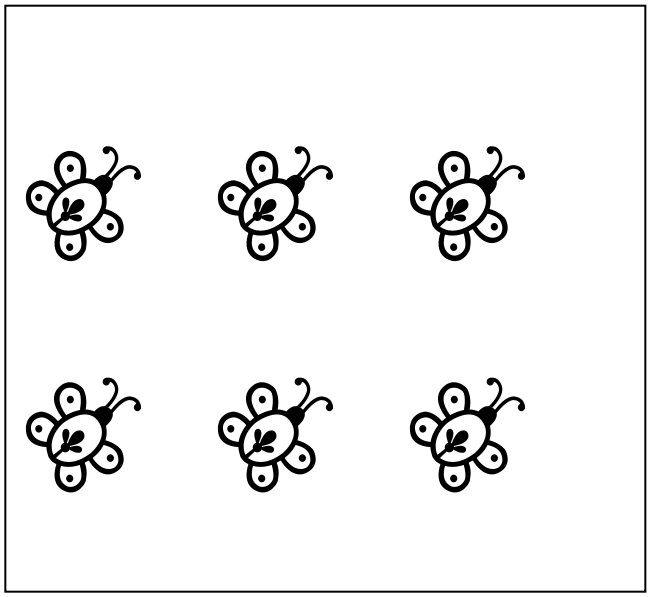




K.NS.6

Number Sense





K.NS.7 Number Sense

Is this number greater than, less than or equal to this number?

(Teacher will point to the numbers without naming them. The child will compare the number on the left to the number on the right.)

Encourage the child to use a strategy or objects.

17 - 18

K.NS.7

Number Sense

3

9

K.NS.7 Number Sense

6 1

Give the student 3 unifix cubes. Tell the student to add 1 more. How many are there in all?

Give the student 9 unifix cubes. Tell the student to add 1 more. How many are there in all?

Give the student 6 unifix cubes. Tell the student to take away 2. How many are left?

Give the student 8 unifix cubes. Tell the student to take away 3. How many are left?

22

K.ATO.2 Algebraic Thinking and Operations

(The following word problems may be solved with drawings or objects.)

Johnny had three apples. Suzy gave him four more. How many apples does he have in all? 23

There are four ducks in the pond. Four more ducks come to swim. How many ducks are there in all?

There were ten frogs sitting on a log. Seven frogs jumped into the water. How many are left?

25

There are six birds in the nest. One flew away. How many are left?

Show at least 2 number combinations for the number 5.

(The student will use objects or drawings.)

Examples:

4 + 1 3 + 2 0 + 5

Look at the number 4. How many more do you need to make 10?

(The student will use objects or drawings.)

K.ATO.4

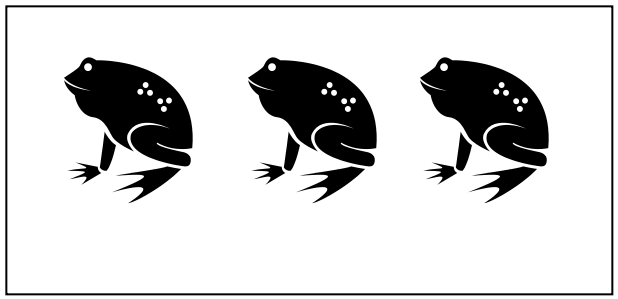
Algebraic Thinking and Operations

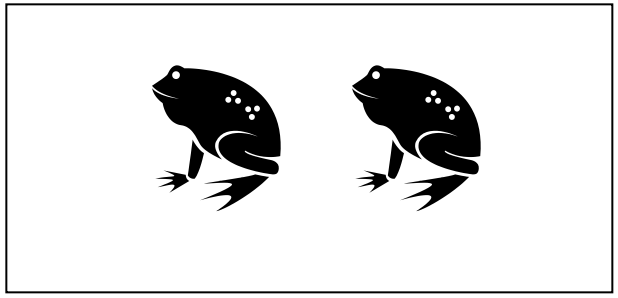
4

Can you tell me how many?

K.ATO.5

Algebraic Thinking and Operations





3 + 2 =

Can you tell me how many are left?

30

K.ATO.5

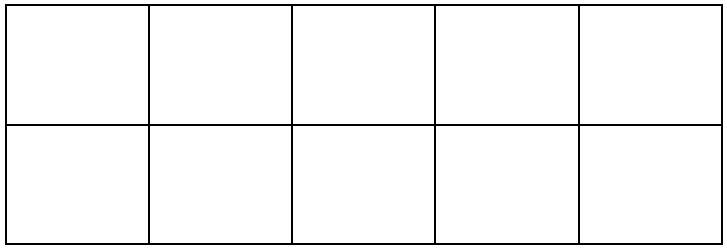
Algebraic Thinking and Operations

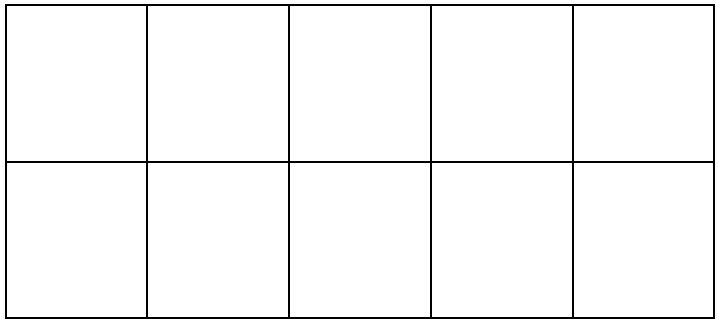
K.NSBT.1 Number Sense and Base Ten

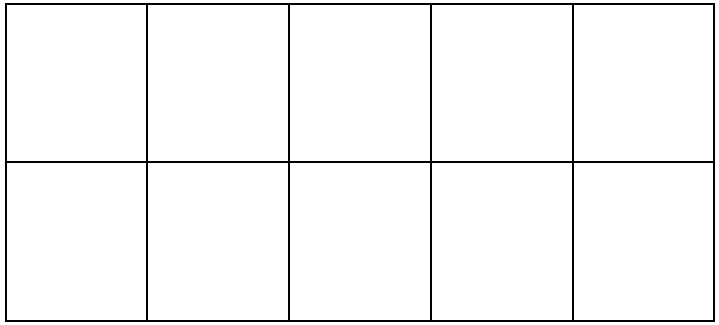
Show me on the ten frames how to make 19 and record.

31

Worksheet K.NSBT.1 Number Sense and Base Ten

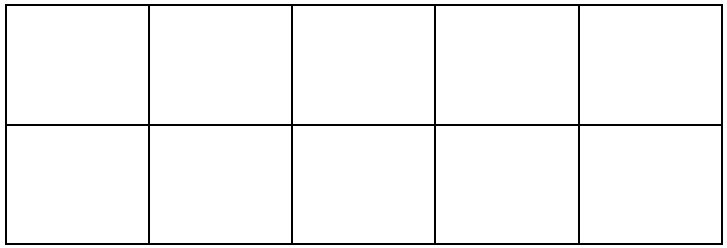


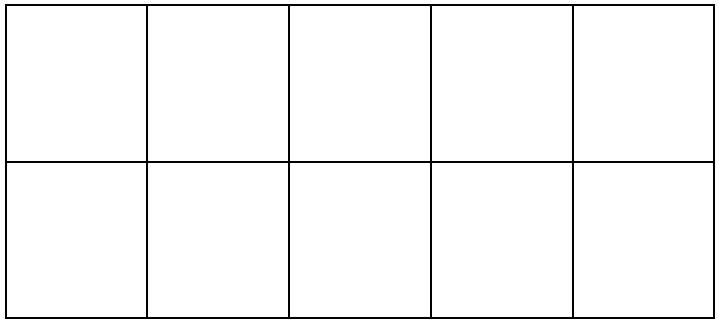


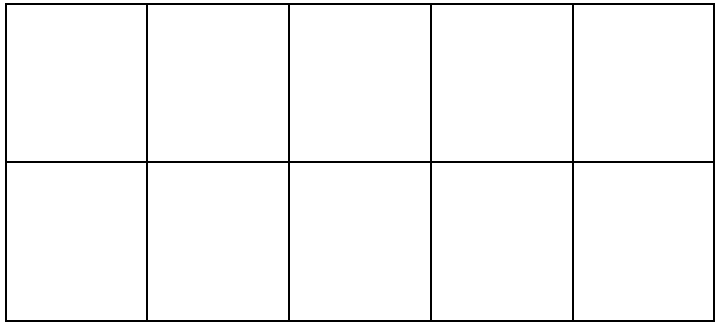


Show me how to make 11 on the ten frames and record.

Worksheet K.NSBT.1 Number Sense and Base Ten





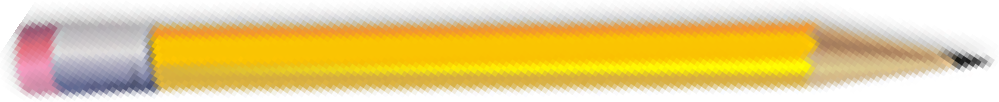


How many unifix cubes long is this pencil?

33

K.MDA.1

Measurement and Data Analysis



Use shorter and taller to tell me about these children.

K.MDA.2

Measurement and Data Analysis

Sort the unifix cubes by color. Graph them and tell how many you have of each color.

K.MDA.3 Measurement and Data Analysis

red	blue	yellow

Demonstrate above, below, beside, in front of, behind, and next to with a classroom object.

Name these shapes.

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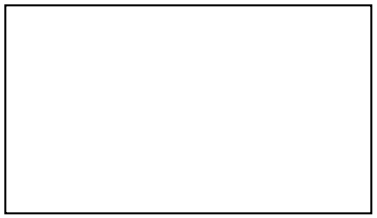
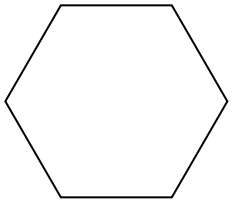
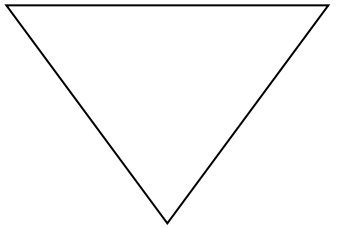
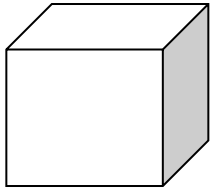
K.G.2

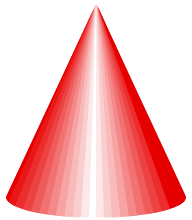
Geometry

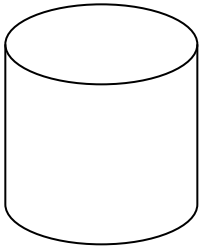


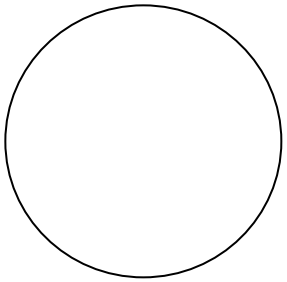


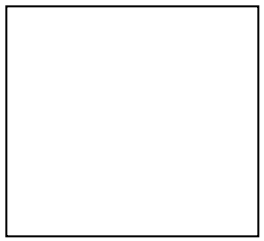












Some of these are flat two-dimensional shapes and some of these are solid three-dimensional shapes. Sort and name the shapes of the two groups.

K.G.4 Geometry

Compare a square and rectangle. Tell me how they are alike and different. (The student will use informal language.)

Compare a cone and cylinder. Tell me how they are alike and different. (The student will use informal language.)

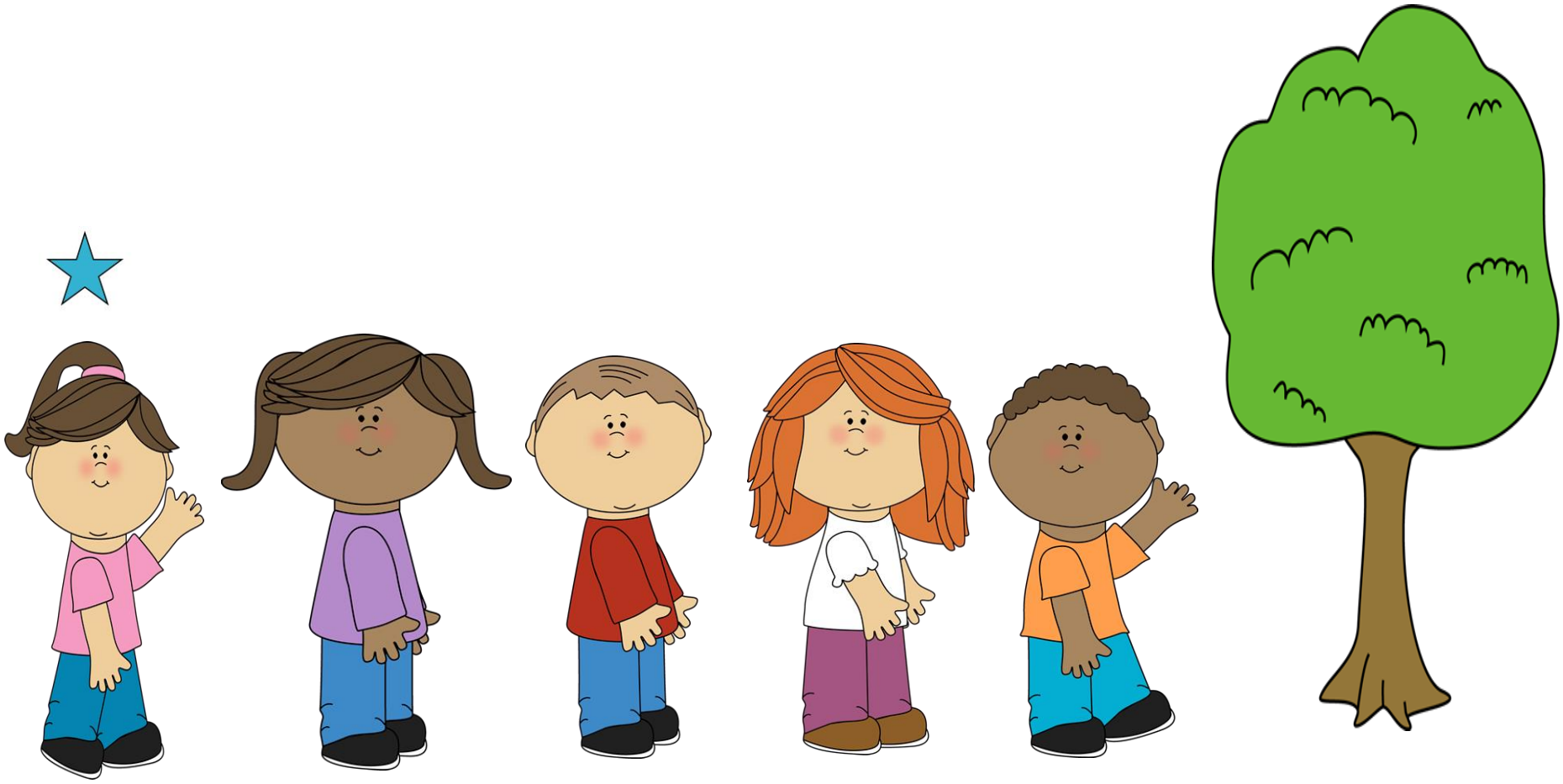
K.NS.9 Number Sense

Show me who is second in line.

Point to the child that is fourth in line.

What position is the child with the star above her head?

K.NS.9 Number Sense



K.ATO.6 Algebraic Thinking and Operations

Using different manipulatives, show the student simple repeating patterns using AB, AAB, ABB, and ABC type patterns. Have the student continue the pattern and describe why he/she chose that way to complete the pattern.

Can you join two shapes with full sides touching to make another shape?

(The student will use Tangrams or teacher made shapes.)

(Ex. Combine two triangles to make a square or two squares to make a rectangle.)