

Kindergarten Math Expressions



Formative Assessments

2017-2018

Student Name: _____



Kindergarten

HOUGHTON MIFFLIN HARCOURT

MATH
Expressions

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Name: _____

Kindergarten Math Expressions Formative Assessments 2017-2018

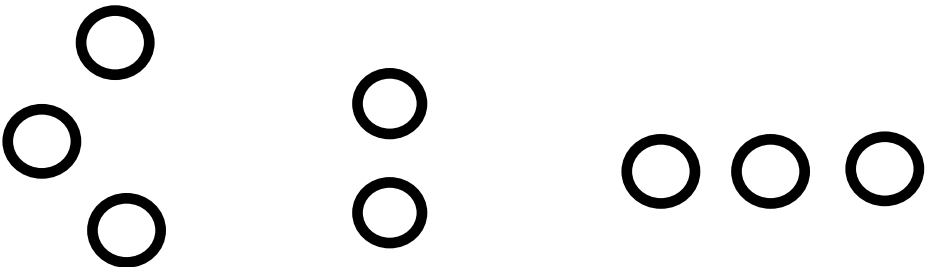
Unit 1 _____ /16	Green (13-16)	Yellow (10-12)	Red (0-9)
Unit 2 _____ /24	Green (20-24)	Yellow (15-19)	Red (0-14)
Unit 3 _____ /12	Green (10-12)	Yellow (8-9)	Red (0-7)
Unit 4 _____ /32	Green (26-32)	Yellow (20-25)	Red (0-19)
Unit 5 _____ /20	Green (16-20)	Yellow (12-15)	Red (0-11)

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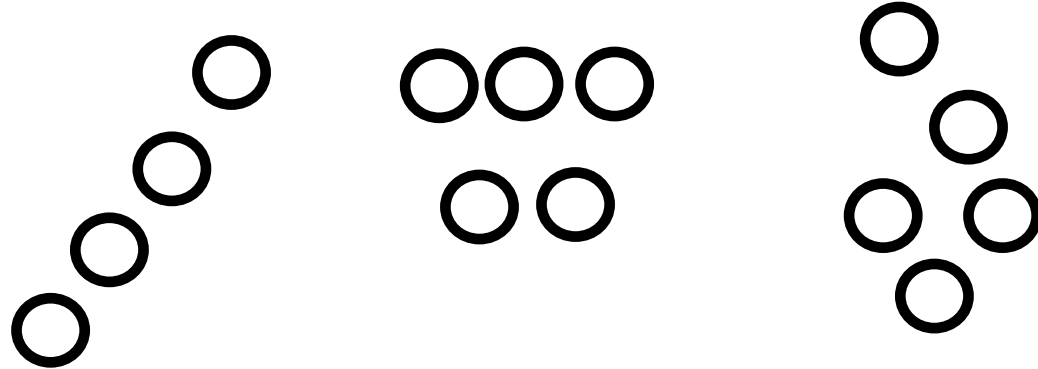
Directions: **Circle** groups of the number. **X** out groups that are not the number.

3



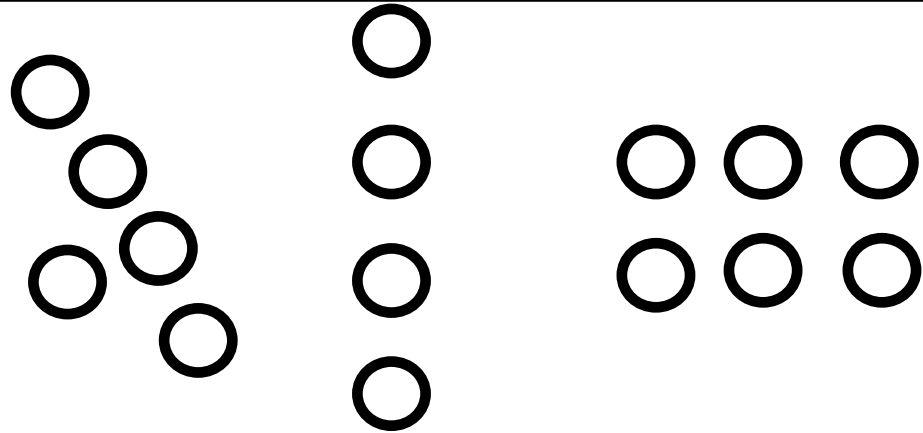
A rectangular box containing the number 3 on the left. To the right of the number are three groups of circles: a group of 3 circles (one at the top, two below it), a group of 2 circles (one above the other), and a group of 3 circles (arranged in a horizontal row).

4



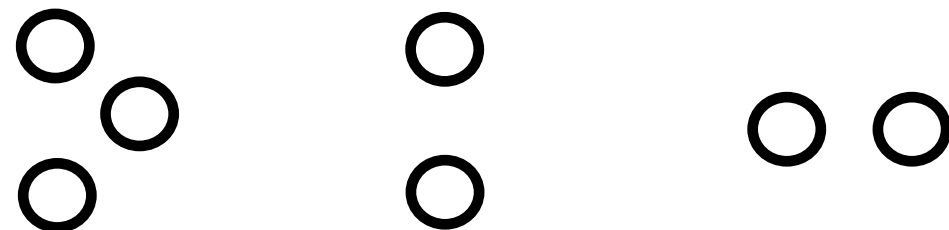
A rectangular box containing the number 4 on the left. To the right of the number are three groups of circles: a group of 4 circles (arranged in a diagonal line), a group of 5 circles (two in a top row and three in a bottom row), and a group of 5 circles (arranged in a pentagon shape).

5



A rectangular box containing the number 5 on the left. To the right of the number are three groups of circles: a group of 5 circles (arranged in a diagonal line), a group of 5 circles (arranged in a vertical column), and a group of 6 circles (arranged in two rows of three).

2

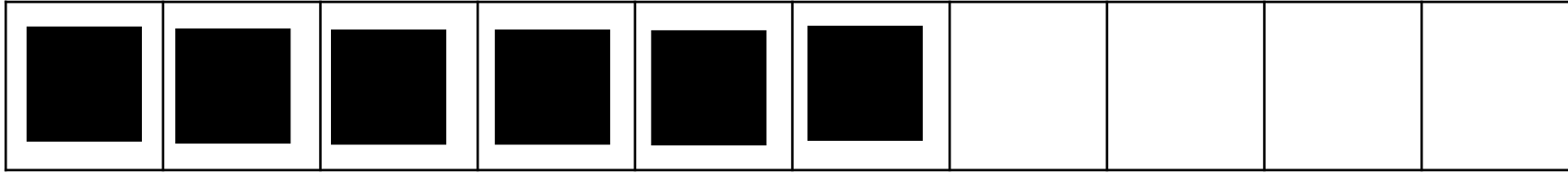


A rectangular box containing the number 2 on the left. To the right of the number are three groups of circles: a group of 3 circles (two at the top, one below), a group of 2 circles (one above the other), and a group of 2 circles (arranged in a horizontal row).

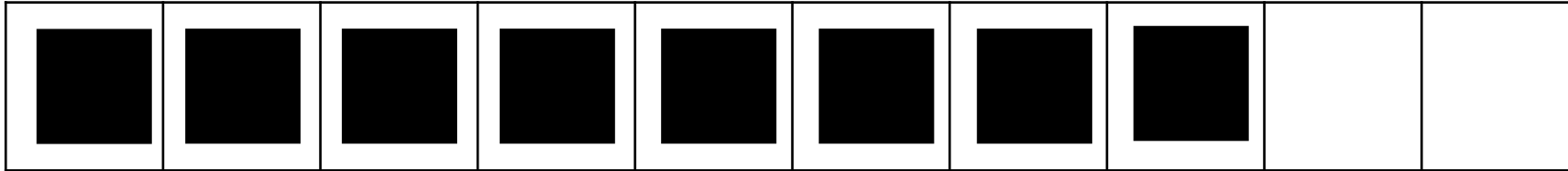
Name: _____

Directions: Circle the bigger number.

6

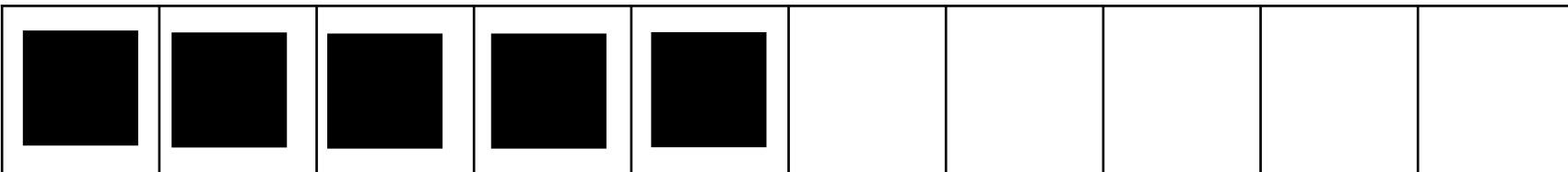


8

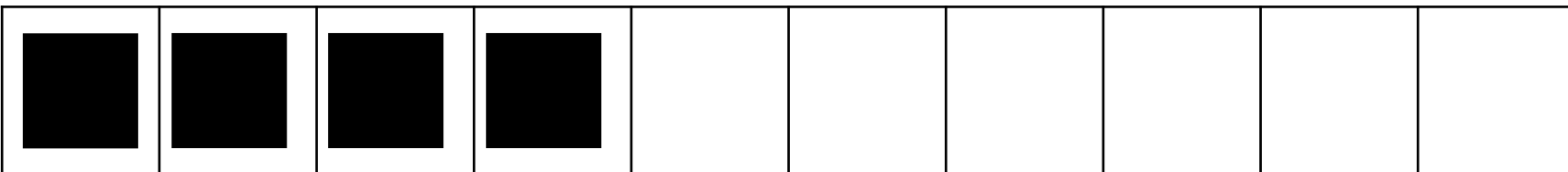


Directions: Circle the bigger number.

5



4



_____ / 2

Name: _____

Directions: Circle the smaller number.

7

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5

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Directions: Circle the smaller number.

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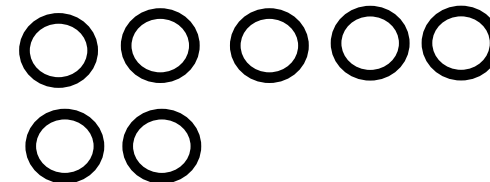
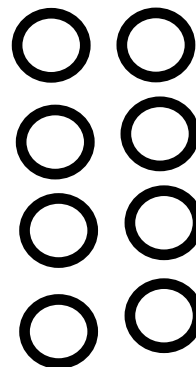
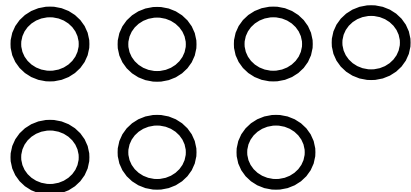
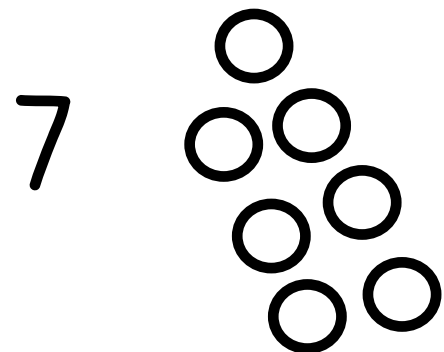
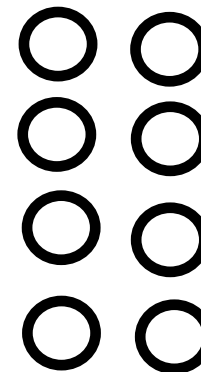
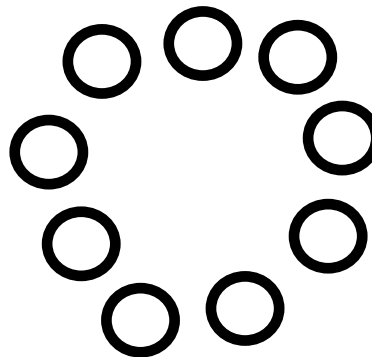
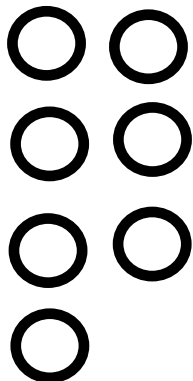
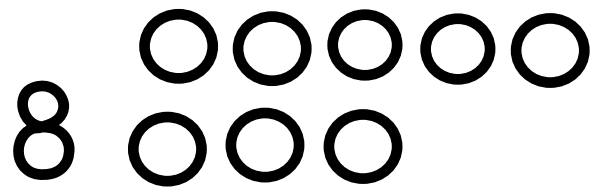
6

■	■	■	■	■	■	■			
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_____ / 2

Name: _____

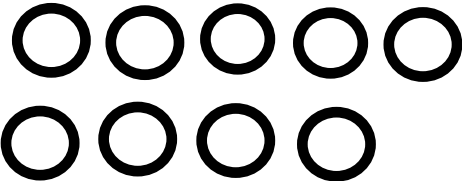
Directions: **Circle** groups of the number. **X** out groups that are not the number.

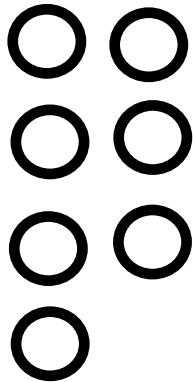


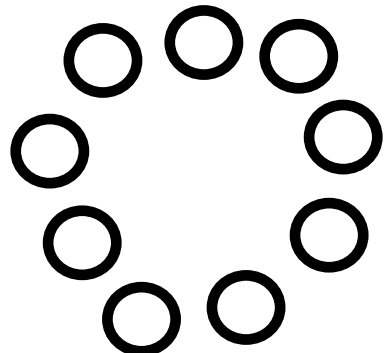
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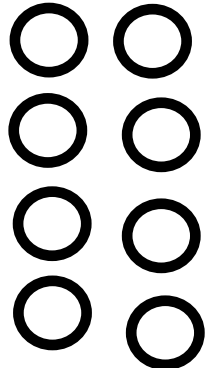
Directions: **Circle** groups of the number. **X** out groups that are not the number.

9




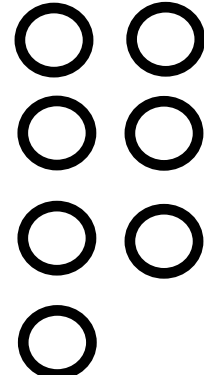


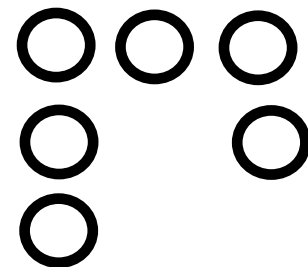


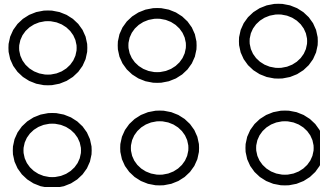


6



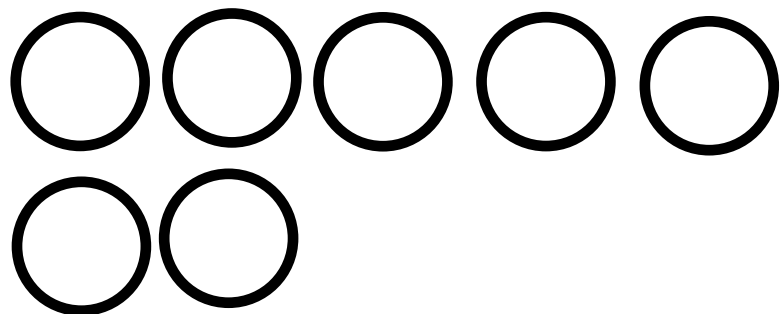




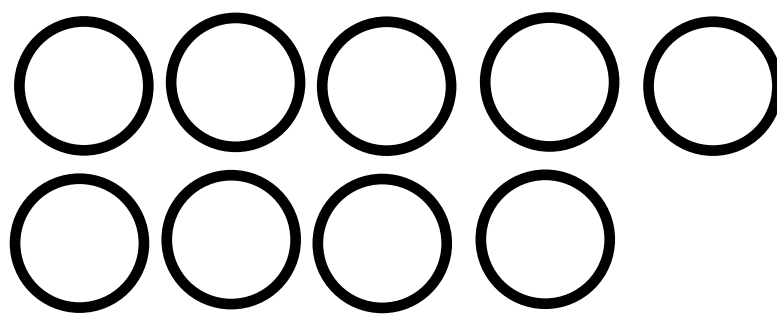


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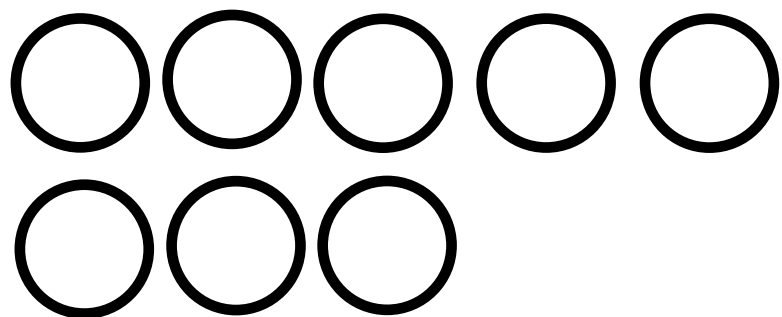
Directions: Circle the 5-group. Write the total number to complete the number sentence.



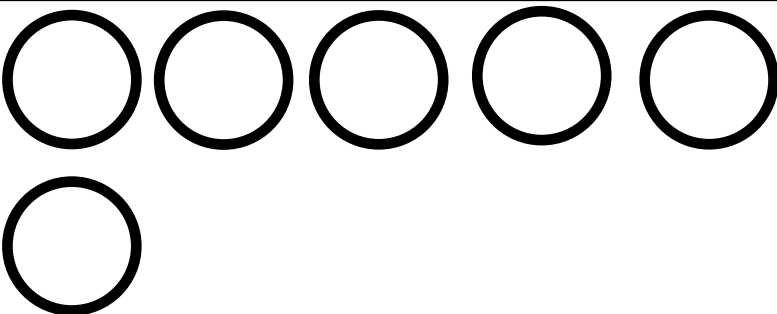
$$5 + 2 = \underline{\quad}$$



$$5 + 4 = \underline{\quad}$$



$$5 + 3 = \underline{\quad}$$



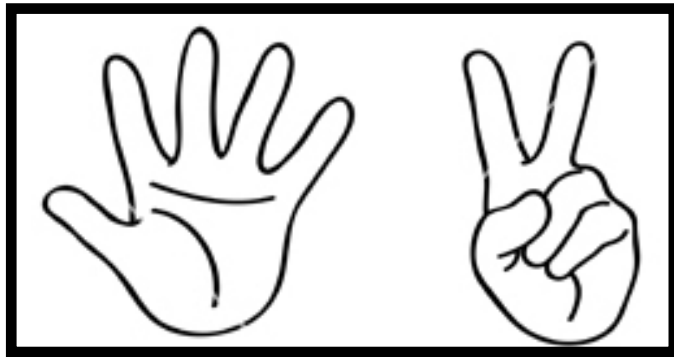
$$5 + 1 = \underline{\quad}$$

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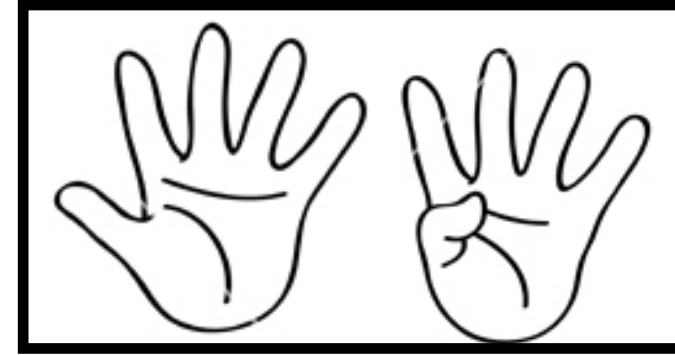
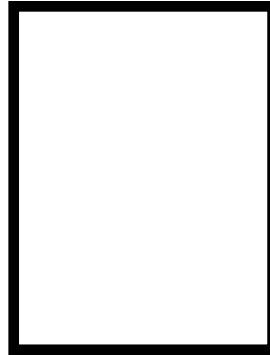
Name: _____

3.13 – Build Teen Numbers

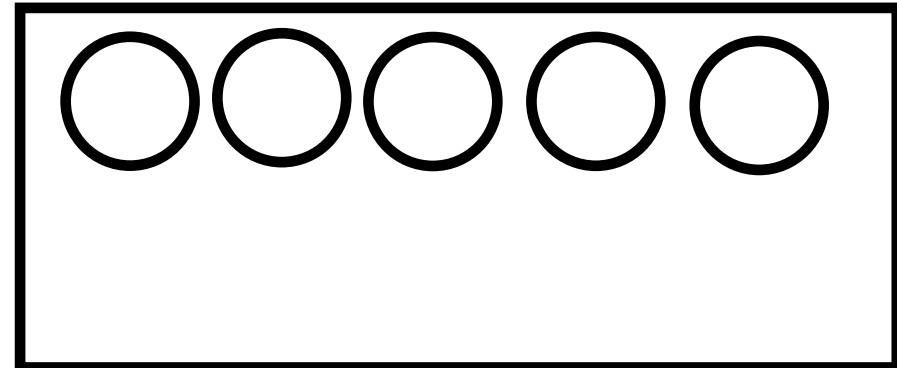
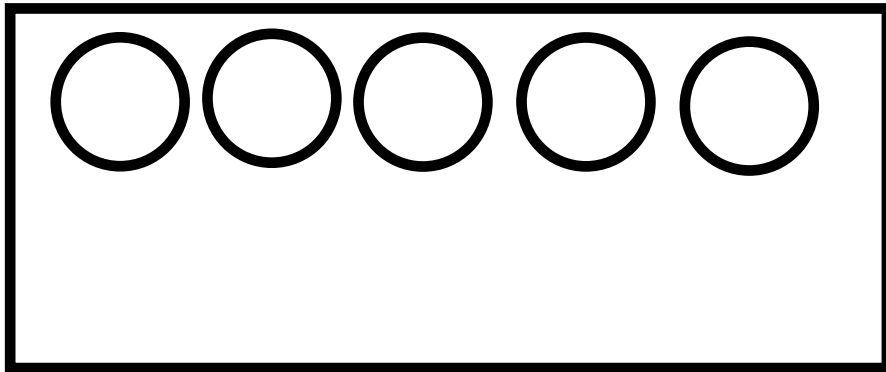
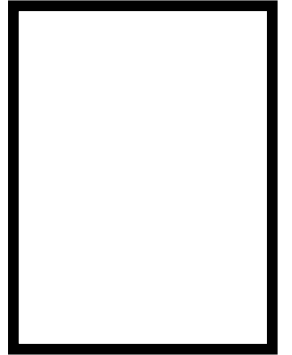
Directions: Count the fingers and write the number. Then, add circles to the 5-group to show the number.



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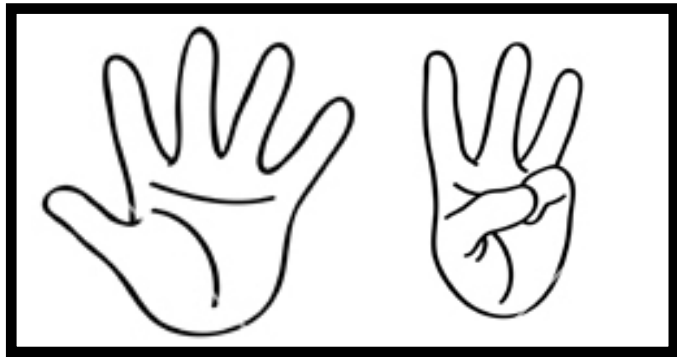


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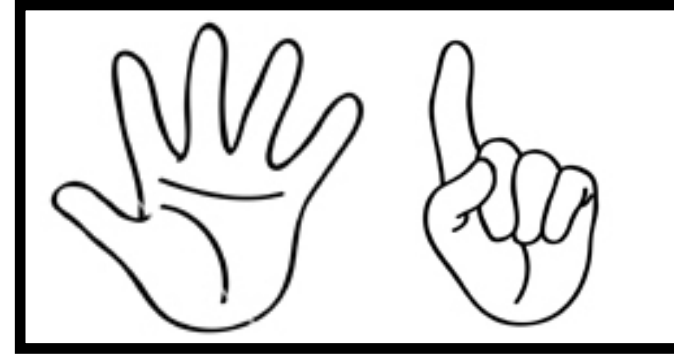
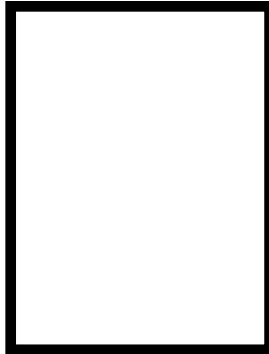


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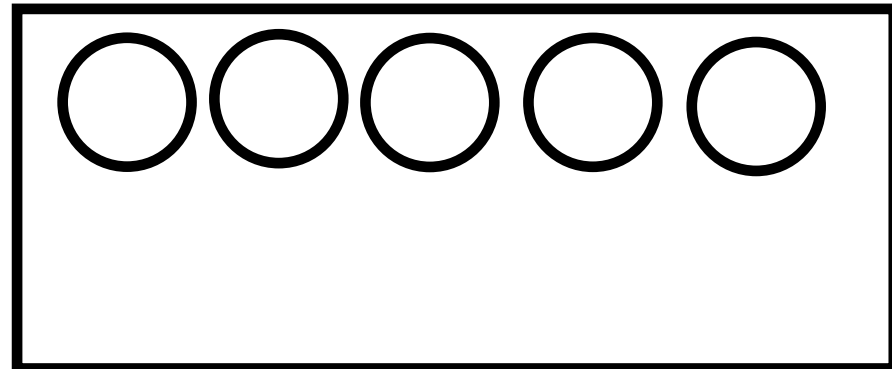
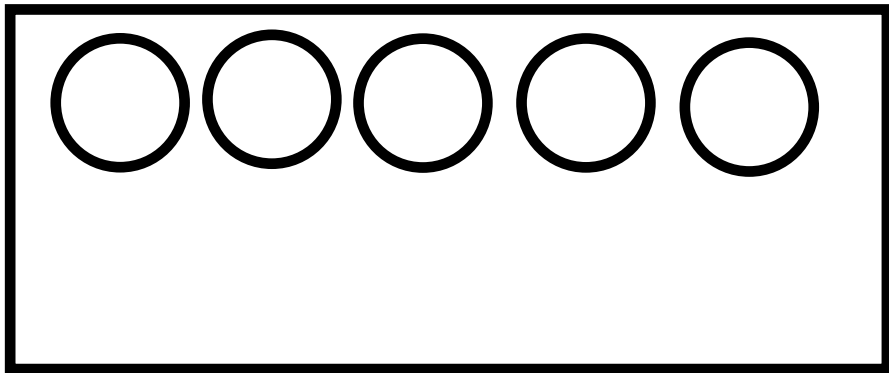
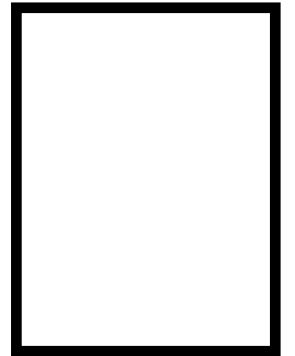
Directions: Count the fingers and write the number. Then, add circles to the 5-group to show the number.



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Name: _____

3.19 – Show Teen Numbers with Classroom Objects

Directions: Draw a teen number display using ten ones and extra ones to match the number sentence.

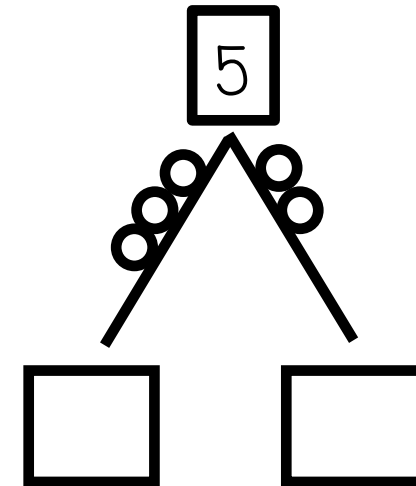
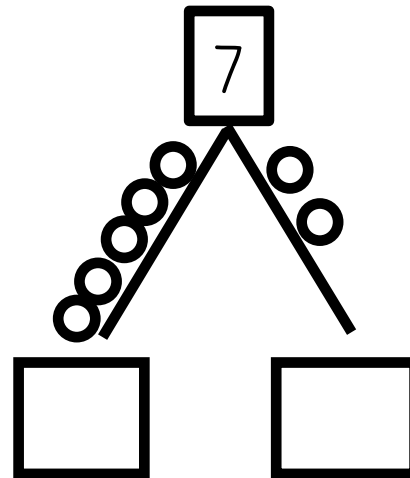
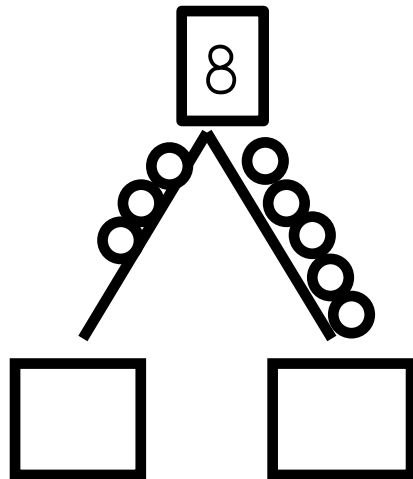
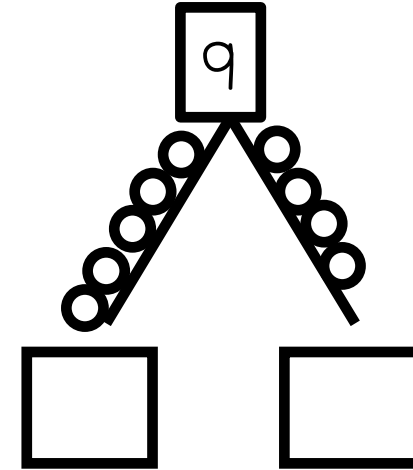
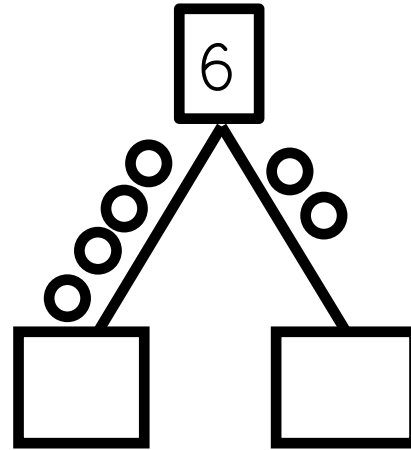
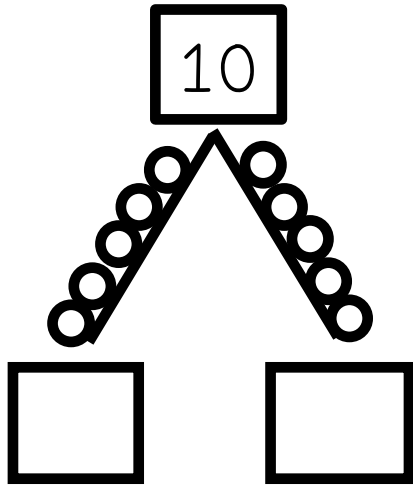
$$15 = 10 + 5$$

$$12 = 10 + 2$$

Name: _____

4.13 – More Partners of 10 with 5-Groups

Directions: Use the Math Mountains to represent the partners of numbers 5, 6, 7, 8, 9, and 10.



_____ / 12

Name: _____

Directions: Complete the addition problems.

$$0 + 1 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

$$4 + 1 = \underline{\quad}$$

$$1 + 3 = \underline{\quad}$$

$$2 + 0 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

_____/6

Name: _____

4.15 – Addition and Subtraction Equations

Directions: Complete the subtraction problems.

$$1 - 0 = \underline{\quad}$$

$$2 - 1 = \underline{\quad}$$

$$5 - 2 = \underline{\quad}$$

$$5 - 3 = \underline{\quad}$$

$$4 - 3 = \underline{\quad}$$

$$3 - 2 = \underline{\quad}$$

_____/6

Name: _____

Directions: Draw a teen number display using ten ones and extra ones to match the number.
Then, write the number sentence.

14

$$\underline{\quad} + \underline{\quad} = 14$$

18

$$\underline{\quad} + \underline{\quad} = 18$$

Name: _____

Directions: Complete the addition problems.

$2 + 1 = \underline{\quad}$	$3 + 2 = \underline{\quad}$	$3 + 1 = \underline{\quad}$
$1 + 4 = \underline{\quad}$	$4 + 0 = \underline{\quad}$	$2 + 2 = \underline{\quad}$

_____/6

Name: _____

Directions: Complete the subtraction problems.

$$4 - 0 = \underline{\quad}$$

$$3 - 1 = \underline{\quad}$$

$$5 - 3 = \underline{\quad}$$

$$4 - 1 = \underline{\quad}$$

$$4 - 2 = \underline{\quad}$$

$$5 - 2 = \underline{\quad}$$

_____/6

Name: _____

5.16: Story Problems and Comparing Totals Through 10

Directions: Count and write the number. Then, write “G” for greater and “L” for less than..

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Red Clay Consolidated School District

K I N D E R G A R T E N

F O R M A T I V E A S S E S S M E N T S

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