Kindergarten Math Assessment (KMA) **Name:_____**

The recordings below are for baseline data, instructional purposes, and progress monitoring.

To record data from the KMA into the gradebook, ***refer to the benchmark sheet*** *to determine which score the student receives for the specific reporting periods.*

1. Rote Counting (Ⓟ K.CC.1)	**Sept/Nov**	**Jan**	**Mar**	**June**
"Count for me starting with number one, count as high as you can." **Record the highest number the student was able to count to.**	ones	ones	ones	ones
"Count by tens for me starting at 10, count as high as you can." **Record the highest number the student was able to count to.** *WaKids Objective 20a*	tens	tens	tens	tens
Comments:				

2. Count on (Ⓟ K.CC.2)	**Sept/ Nov**	**Jan**	**Mar**	**June**
"Count on starting at…" 1) 2 (or any number 1-5) 2) 7 (or any number 6-9) 3) 13 (or any number 11-19) 4) 34 (or any number 21-49) 5) 62 (or any number 51-69) 6) 89 (or any number 71-99) Students must be able to orally count on 4 numbers, ex. "2, 3, 4, 5, 6". If they can accurately complete numbers within 5 (1), move on to numbers within 10 (2), etc. *To prevent unnecessary reassessment, record the level (1, 2, 3, 4, 5,or 6) are at during each benchmark period, to begin the next assessment at the next level.*				
Comments:				

3. Write and Match Numerals to Sets of Objects (℗K.CC.3)	Sept/Nov	Jan	Mar	June
Part A: Provide students a blank piece of paper, ask students to write numbers 0-20. **Part B:** Give students cards with written numerals within the set they are working on. **Step 1)** Ask students to take a numeral card and count out that many objects to match it (choose any 1 number in group) **Step 2)** Create a group of objects and ask students to match a numeral card to the group (choose any different 1 number in group)	write	write	write	write
1) Set 1: (0-5) 2) Set 2: (0-10) Teacher chooses numbers 6-10 for above. 3) Set 3: (0-15) Teacher chooses numbers 11-15 for above. 4) Set 4: (0-20) Teacher chooses numbers 16-20 for above. Assess students until they cannot complete a set. *To prevent unnecessary reassessing, begin at the level students could not complete in prior assessment.*	match	match	match	match
Comments:				

4. Cardinality and Conservation (℗K.CC.4a,b,c)	Sept/ Nov	Jan	Mar	June
K.CC.4a **Step 1)** Give students a collection of objects (teddy bears, counters, linking cubes, etc). Ask the student to "count the objects". (Up to 25 to meet the end of the year standard or see recommended sets below to determine where you should start.) **Record how high the student can count with one to one correspondence.**	**1:1**	**1:1**	**1:1**	**1:1**
K.CC.4b **Step 2)** Ask the student "How many objects are there?" If student has to recount, he/she does not have cardinality. If the student **<u>does not have cardinality for the amount counted</u>**, provide the student one smaller group of objects Set 1:(0-5), Set 2: (6-10), Set 3: (11-15), or Set 4: (16-20). Ask student to count, and respond to "How many objects are there?" Record the level students can count and have	**Cardinality to...**	**Cardinality to...**	**Cardinality to...**	**Cardinality to...**

cardinality. **If there is no cardinality, do not go on to Step 3.** *K.CC.4c* **Step 3)** With the same group the student just counted, ask "How many would there be if I added one more?" If student is able to respond without recounting or adding the one more object to the group, the student has mastered K.CC.4c.	**One more?**	**One more?**	**One more?**	**One more?**
Comments:				

4. Decompose numbers to 10 (Ⓟ K.OA.3)	**Nov**	**Jan**	**Mar**	**June**
Provide students a group of same colored cubes. Begin with 3 cubes, and proceed by adding another until the student can no longer create two different groups. Students should be able to decompose each number in at least 2 different ways. Ex. 3 "Here are 3 cubes, show me two groups to make 3." "Can you show me a different way?" 4 "Here are 4 cubes, show me two groups to make 4." "Can you show me a different way?" 5 "Here are 5 cubes, show me two groups to make 5." "Can you show me a different way?" 6 "Here are 6 cubes, show me two groups to make 6." "Can you show me a different way?" **Sept/Nov & Jan** record the highest number the student is able to make into two groups **March-June:** Students must be able to **decompose numbers and record using pictures, numbers or equations** to attain a Level 3 on the report card. **March/June** record highest number the student can make into two groups **and** can record accurately.				

Comments:

5. Compose and Decompose with automaticity (ⓅK.OA.5**)**	**Sept/ Nov**	**Jan**	**Mar**	**June**
Provide student with a set of objects up to 5. (Begin with Set 1) Ask them how many objects there are? Tell the student, "I am going to hide some of them and I want you to tell me how many I am hiding." Model it one time for the students to make sure they understand the task. Do every combination for that number. The student needs to respond within 3-5 seconds. They do not get credit if they are counting….we want them to be able to do this with automaticity. Set 1: 1-2 Set 2: 3-4 Set 3: 5 Ex. If using the number 4: Lay out 4 cubes/counters and ask the student to count them. Tell them, "I am going to hide some"….hide two. Show student the unhidden cubes and ask, "How many did I hide?" If students cannot answer this, model this one….show them how many you hid. Try another combination and then come back to this one of hiding 2. Hide every combination of the number 4. Hide 3, 2, 1 ,0…. If student does not respond correctly or within 3-5 seconds for each response move down to 3, if they can do all of the combinations, move up to 5. Record the highest number students are fluent with every combination for that number.				
Comments:				