Kindergarten Report Card Management Document - Math

A. Count to… (rote)

1st *reporting period*: Child can count to10
2nd *reporting period:* Child can count to 20
3rd *reporting period:* Child can count 31 and beyond

Task: Child counts out loud as far as they can without skipping or reversing number order. Self correction is ok.
Say: **Please count out loud as far as you can go so I can hear how you count.**

Record: Write the last number the student can count to without skipping or reversing number order.

B. Identifies Numbers (out of order)

Task: Child identifies by name written numbers from 0 – 30 (using the charts in the assessment kit)
Say: **Tell me the names of the numbers you see.**

Record: Put a check by the range(s) on the report card that the student correctly names. All numbers must be identified in the range to receive a check.

C. Shapes

Task: Child identifies by name circle, square, triangle, and rectangle 2-D shapes.
Say: **Tell me the names of the shapes you see.**

Record: Put a check by the shape(s) on the report card that the student correctly names.

D. Establishes a 1 – 1 correspondence when counting objects.

1st *reporting period*: Child can count 10 objects
2nd *reporting period:* Child can count 20 objects
3rd *reporting period:* Child can count 31 objects

Task: Child counts from a pile of 32 Unifix cubes of the SAME color.
Say: **Can you put 10 (20, 31) cubes here? (Teacher points to a place on the table)**
Please count out loud so I can hear how you count.

Record: 3 = 10, 20, or 31 keeping track with ease and accuracy depending on the trimester

E. Extends and Creates Patterns

1st *reporting period*: Extending an A-B pattern
2nd *reporting period:* Extending an A-B and A-B-C pattern
         Child creates an A-B pattern
3rd *reporting period:* Extends an A-B and an A-B-C pattern
         Child creates an A-B-C

Task: A – B Child **extends a line and dot pattern** border (use Border Mat A page 109 Pattern
               Trains…)
               A – B – C Child **extends a line, dot, happy face pattern** border (use Border Mat C page 111
               Pattern Trains…)
               Creates an A – B pattern (use Border Mat A page 109 Pattern Trains…)
               Creates an A-B-C pattern (use Border Mat C page 111 Pattern Trains…)

Say: **Extending: Look at the pattern on this border. Make the pattern go around the mat.** *(Make
               copies of the A-B or A-B-C border in the assessment kit)*
               Creating: Make an A-B (or A-B-C) pattern on this border mat?
               (Have crayons and or pencils available for the child to create a pattern)

Record: 3 = Accurately completed border mats

F. Sorts Objects

1st reporting period: Sorting color tiles by color
2nd reporting period Sorting pattern blocks using one attribute (example: color, # sides, size, etc.)
3rd reporting period: Sorting a collection of about 15 buttons into at least two categories and have the student
identify the attribute(s) they used to sort. (example: size, shape, color, # holes, etc.)

Task: Sort groups of objects by one or more attributes.

Say: **1st: Sort these tiles by color.**
               2nd: Show me how you could sort these pattern blocks
               3rd: Show me how you could sort these buttons and tell me why you sorted them that way.

Record: 3 = Accurately sorted by each trimester descriptor

G. Make Comparisons (more, less, equal)

1st reporting period: NE (may use Letters in Our Names activity page 130 in Collecting…)
2nd reporting period: Identifies more, less, equal
3rd reporting period: Identifies more, less, equal

Task: Use the "What Pets Do We Have"* graph to identify more, less, and equal

Say: **This graph shows the number of pets at the pet store.**
               What pets do you see?
               Which group has more than the fish?
               Which group has less than the fish?
               Which groups have an equal number?

Record: 3 = Accurately identifies more, less, <u>and</u> equal
         Schoolkit #E276

H. Uses Manipulatives to Solve Simple Addition and Subtraction Problems

1st reporting period: NE
2nd reporting period: NE

3rd reporting period: Decomposes and composes numbers up to 6

Task 1:   Play a version of Total of Six from How Many in All.
             Use number cards 0 – 6. Place 6 cards in front of the child with manipulatives available. Have the student pick 2 cards that total 6 and have them prove by using the manipulatives.

Say: **Do you see two cards we could put together to make a total of six?**
             How do we know that is six? Could you show me with the blocks?

Task 2:   Play a version of the Hiding Assessment *(Kathy Richardson and Associates).*
             Have the student count 6 cubes into your hand. Hide 1,2,3,4 or 5 behind your back. Ask the student "How many are hiding?"

Say: **Please count 6 cubes into my hand? How many do I have?**
             I am going to hide some cubes and ask you how many am I hiding (put some behind your back). How many are hiding?
             Repeat for all combinations of 6.

Record: 3 = Accurately completes Task 1 and 2.

I.   Writes the Numerals 0 – 10

1st reporting period: NE
2nd reporting period: Correctly writes numbers 0 – 10 with no reversals
3rd reporting period: Correctly writes numbers 0 – 10 with no reversals

Task: Writes numerals 0 -10

Say: **Write number 1, write number 2...**

Record: 3 = Correct formation of numerals with no reversals

J.   Mathematics Communication

1st reporting period: Uses comparative, descriptive, and positional vocabulary
2nd reporting period: Uses comparative, descriptive, and positional vocabulary
3rd reporting period: Uses comparative, descriptive, and positional vocabulary

Comparative: bigger, smaller, heavier, lighter, taller, shorter, etc.
Descriptive attributes: blue, soft, square, etc.
Positional: under, over, next to, in front of, behind, etc.

Task: Observe students explaining work during Focus time and Choice time, during data activities, and in writing by using labels.

Record: 3 = Begins to use mathematical language in a variety of situations and experiences.