GRADE K

everyday Mathematics

Intervention Activities

Pre- and Post-Assessment

Use the following Grade K Mathematics pre-/post-assessment pages to plan instruction and monitor progress.

DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year's end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.

GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 22 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

To Administer the Pre-Assessment:

1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:

1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 27 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.

Using the Results:

1. Use the results of the Pre-Assessment to determine each student's current level of proficiency in the strategies and concepts being assessed.
2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.
3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student's current level of proficiency in the strategies being assessed. Compare the students' scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student's progress since the beginning of the year.

Grade K Mathematics Pre-/Post-Assessment	Recommended Everyday Mathematics Intervention Activities
Counting and Cardinality	Units 1–9
Number and Operations/Algebraic Thinking	Units 10–14
Geometry	Units 15–19
Measurement and Data	Units 20–23

Name _____

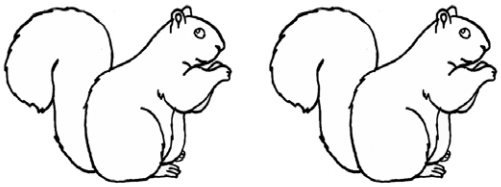
Write a number to match each picture.

_____

_____

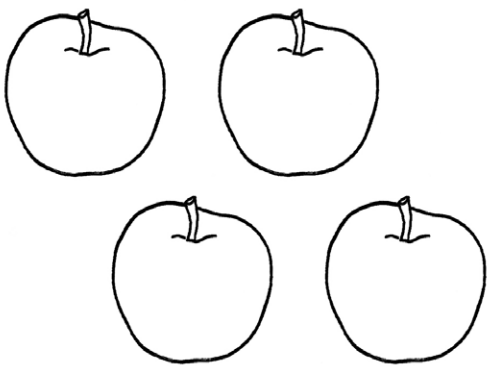
_____

_____



_____

_____

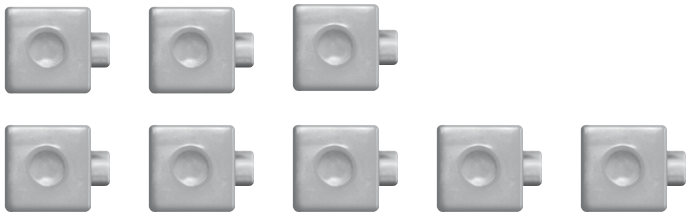


_____

_____

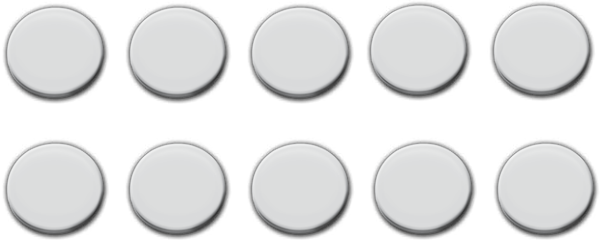
Name _____

Write a number to match each picture.



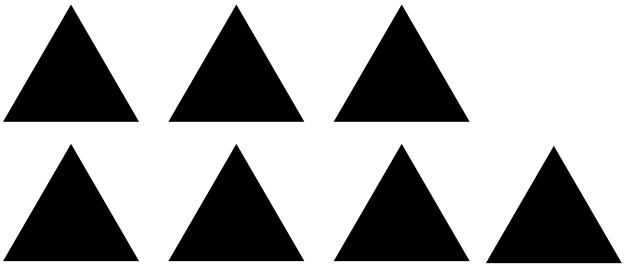
_____

_____



_____

_____



_____

_____

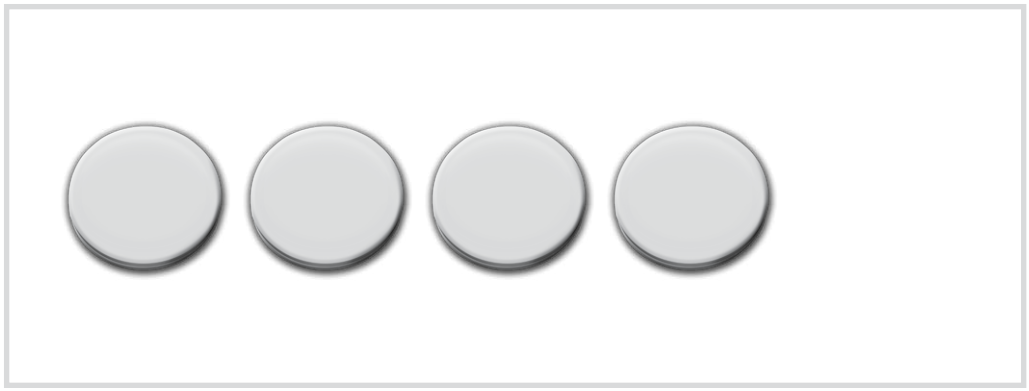
_____

_____

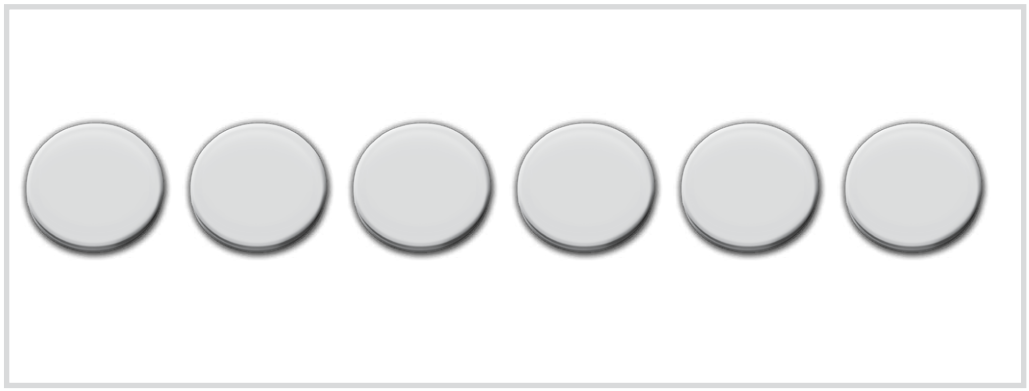
Count aloud. Write the missing numbers.

4	5		7		9
5			8		10
2				6	
3					8

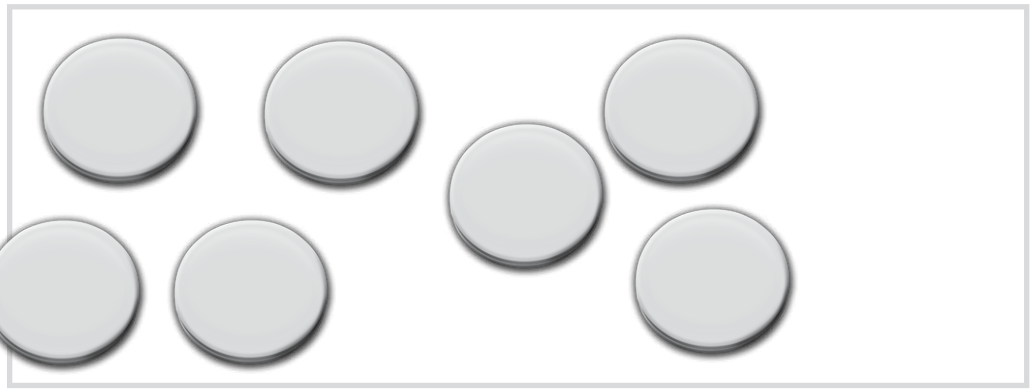
How many counters are in each set?



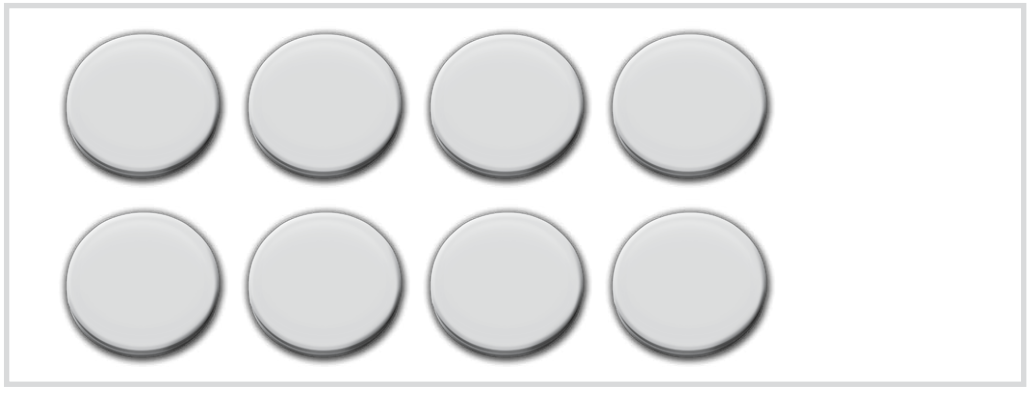
_____



_____

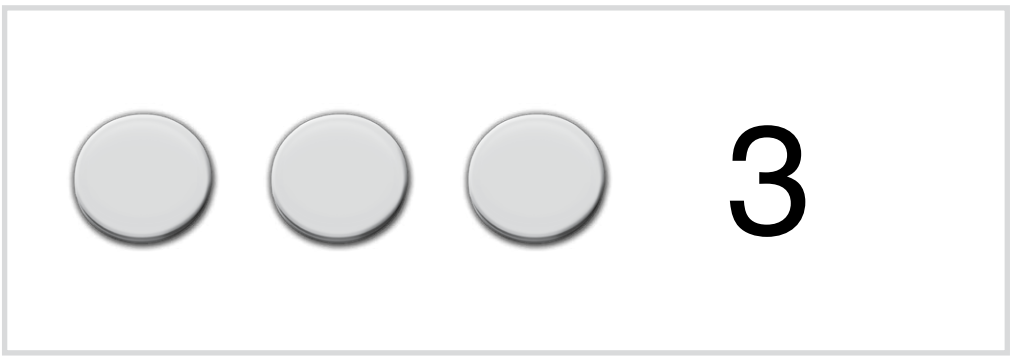


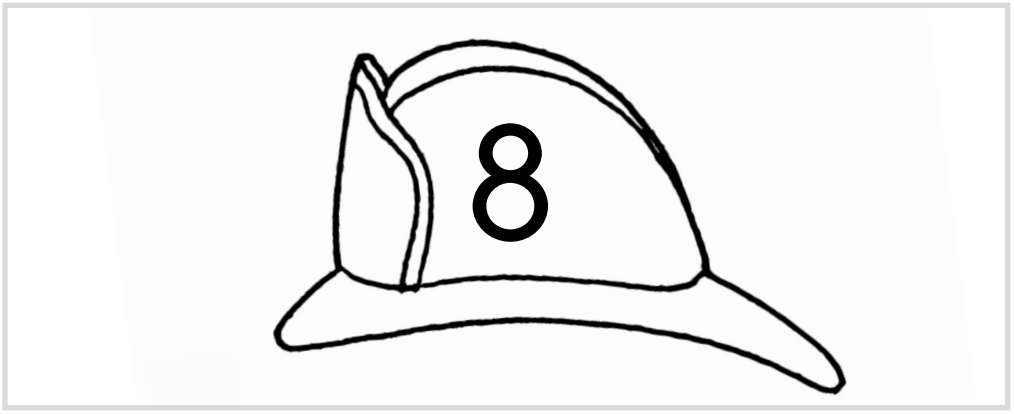
_____



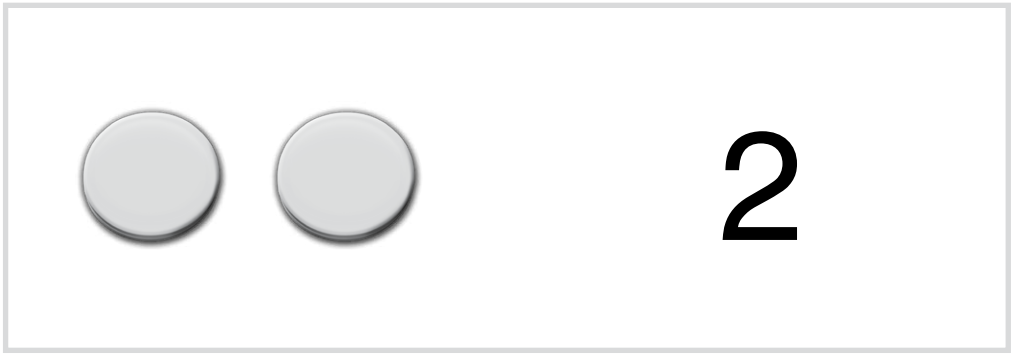
_____

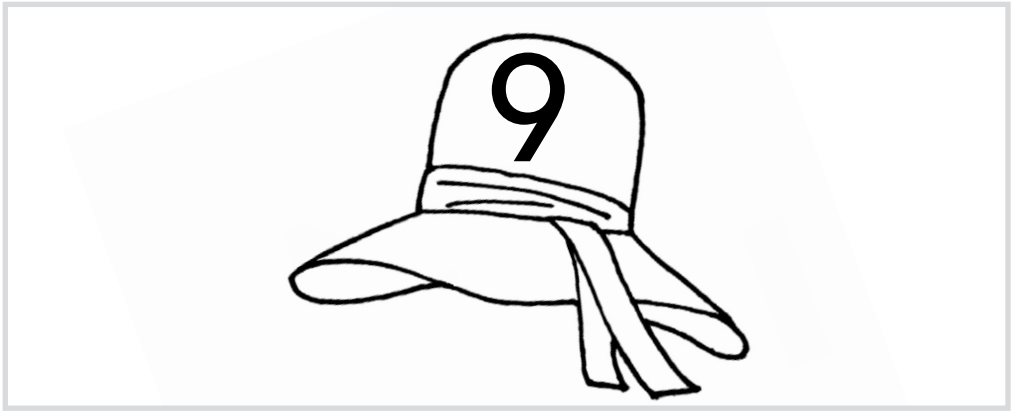
Look at the number. Write the number that is one more.



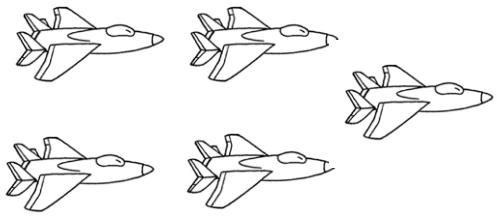


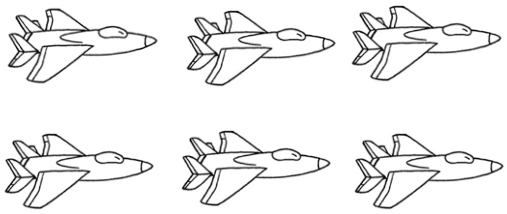
Look at the number. Write the number that is one less.

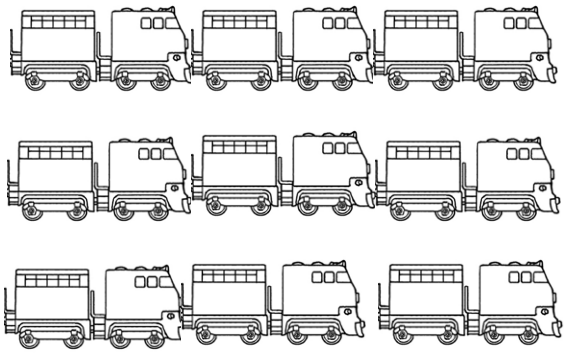


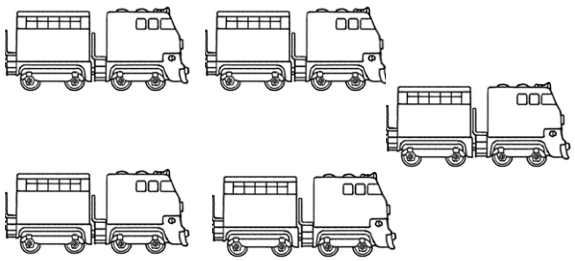


For each problem, circle the set that has more. Underline the set that has less.







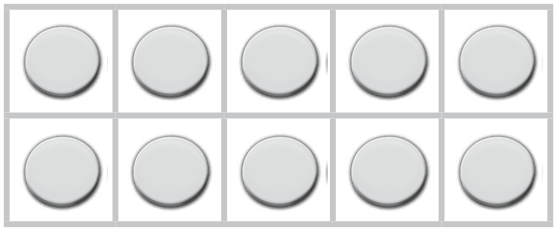


For each problem, look at the numbers. Circle the greater number. Underline the lesser number.

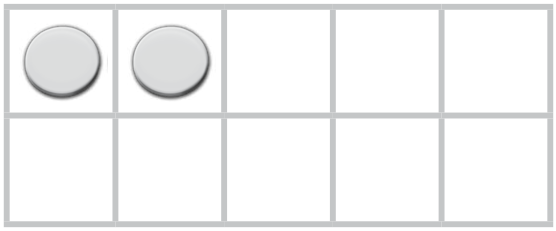
2	6
8	7

Name _____

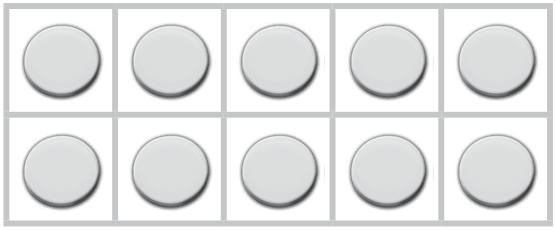
Write a number to match each picture.



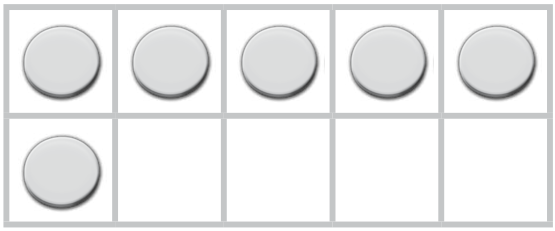
_____



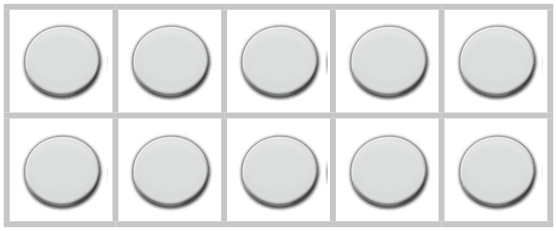
_____



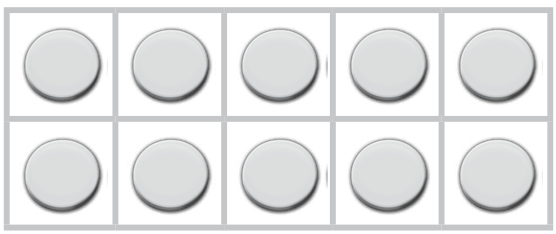
_____



_____



_____



_____

For each problem, count forward. Write the missing numbers.

8	9	_____	11	_____	13
11	12	_____	_____	15	_____
14	15	_____	_____	_____	19
_____	_____	_____	_____		
_____	_____	_____	_____	21	22

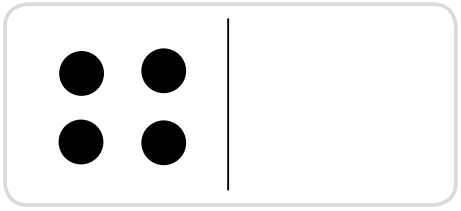
For each problem, count forward. Write the missing numbers.

34	35	____	____	38	____
57	____	____	60	____	62
80	____	____	____	____	85
40	50	____	____	____	90

For each problem, count how many are shown. Draw more to make 5. Write the missing numbers.

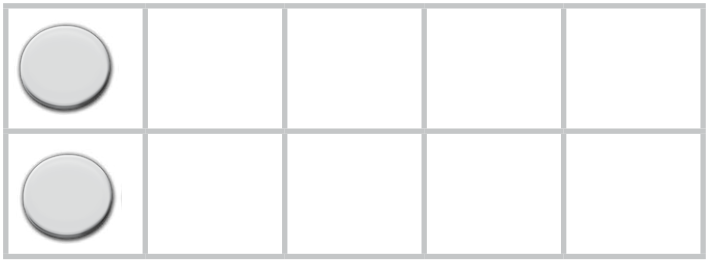
2 and _____ 5

_____ and _____ 5

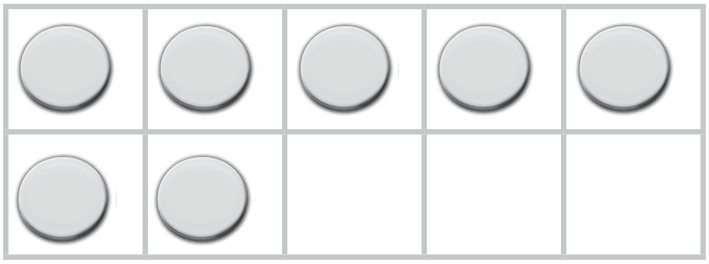


_____ + _____ 5 in all

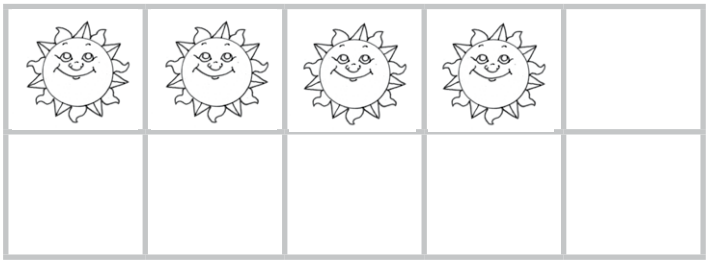
For each problem, count how many are shown. Draw more to make 10. Record your work.



2 + _____ = 10 in all



_____ + _____ = 10 in all



_____ + _____ = _____

_____ + _____ = _____

For each problem, write the missing numbers.

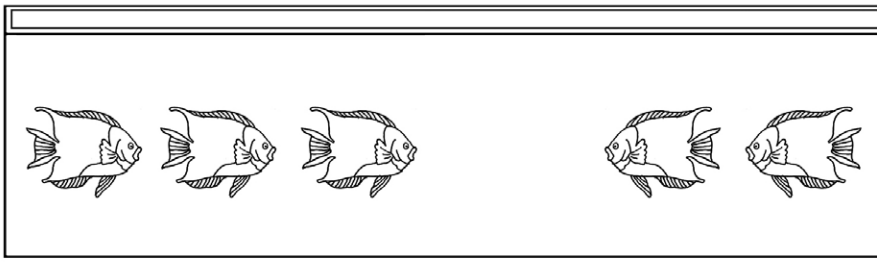

1 ten + 1 one _____ in all


_____ ten + _____ ones _____ in all

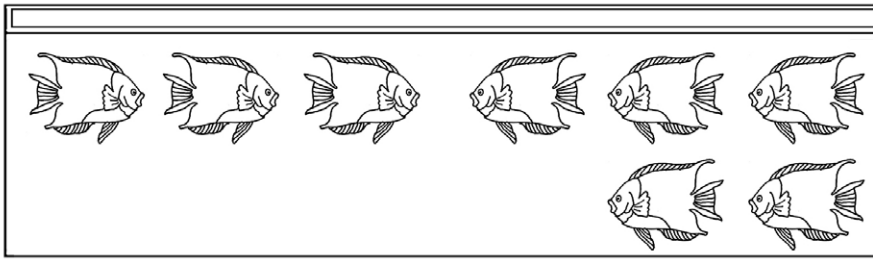

14 = 10 + _____


18 = _____ + _____

For each problem, tell a joining story. Write the missing numbers.



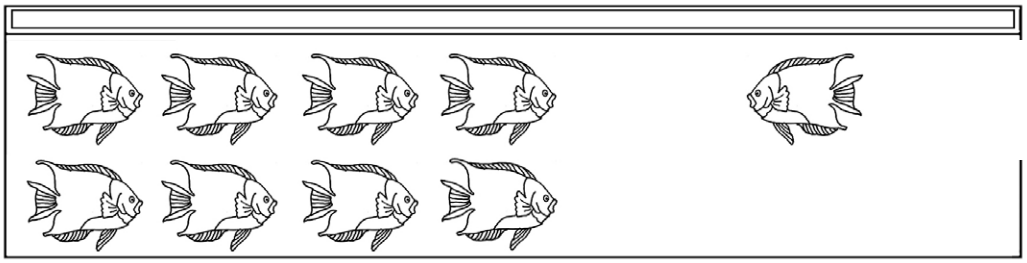
3 + _____ _____ _____ in all



_____ _____ _____

_____ + _____ _____ in all

_____ _____ _____

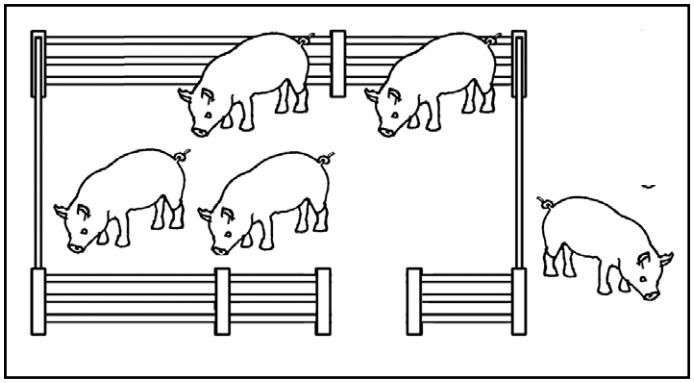


_____ _____ _____

_____ + _____ = _____

_____ _____ _____

For each problem, tell a take-away story. Write the missing numbers.

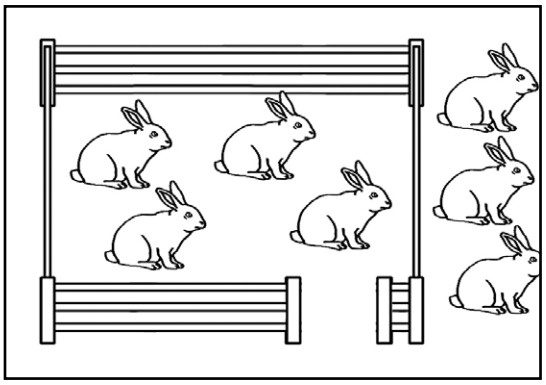


5 take away 1.

_____

_____ are left.

_____



_____

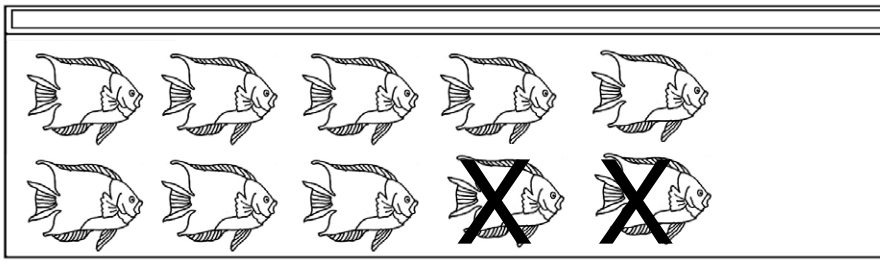
7 – _____

_____

_____

_____ are left.

_____



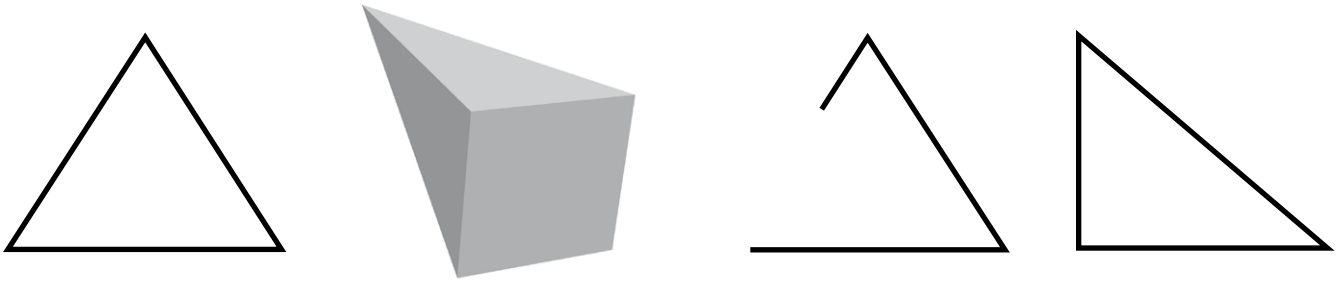
_____ _____ _____

_____ – _____ = _____

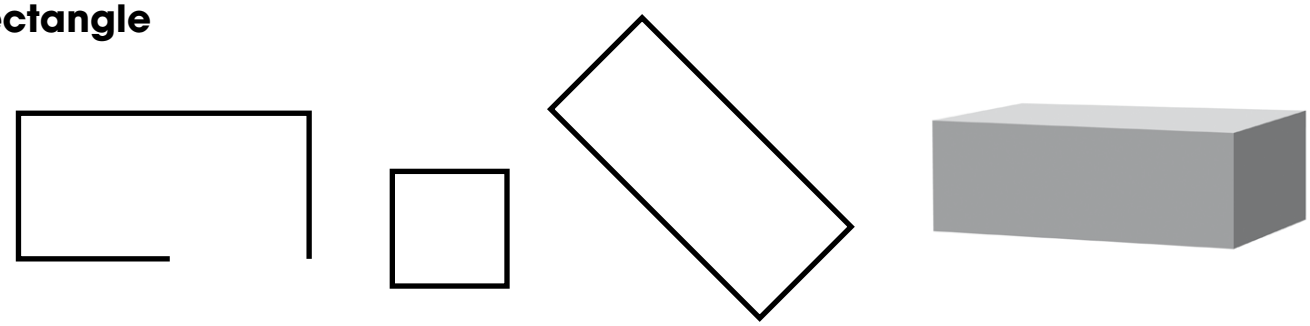
_____ _____ _____

In each row, draw an X on the shapes that do not match the name.

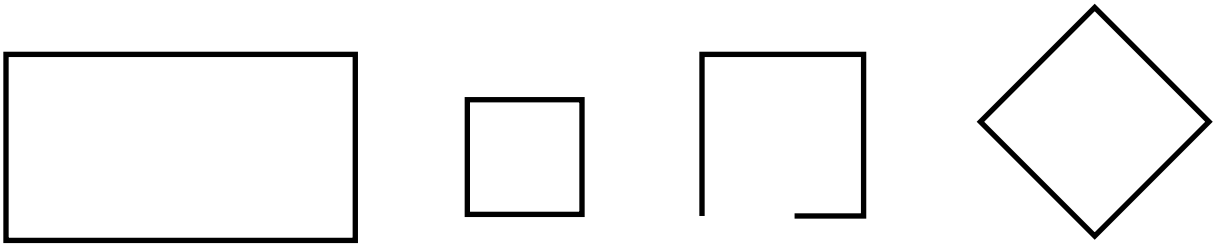
triangle



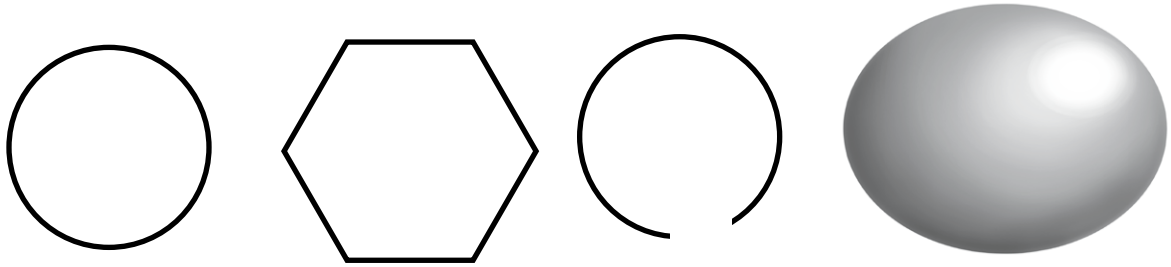
rectangle



square

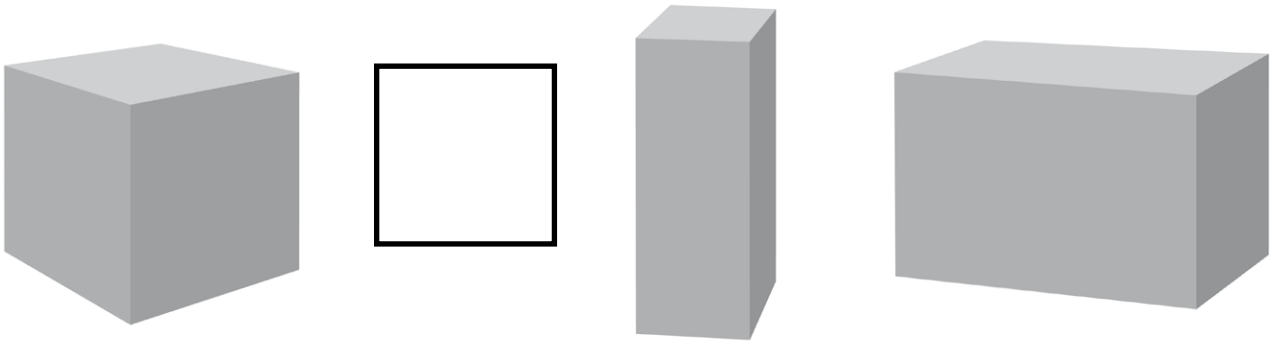


circle

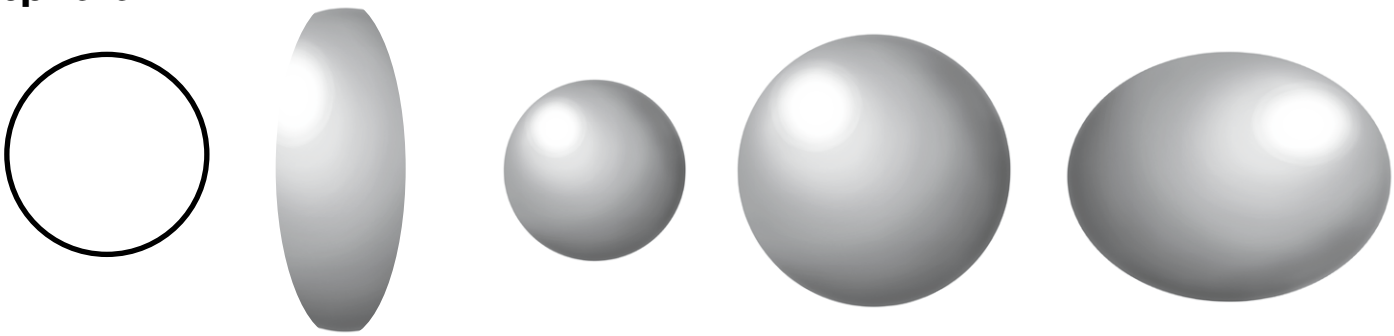


In each row, draw an X on the shapes that do not match the name.

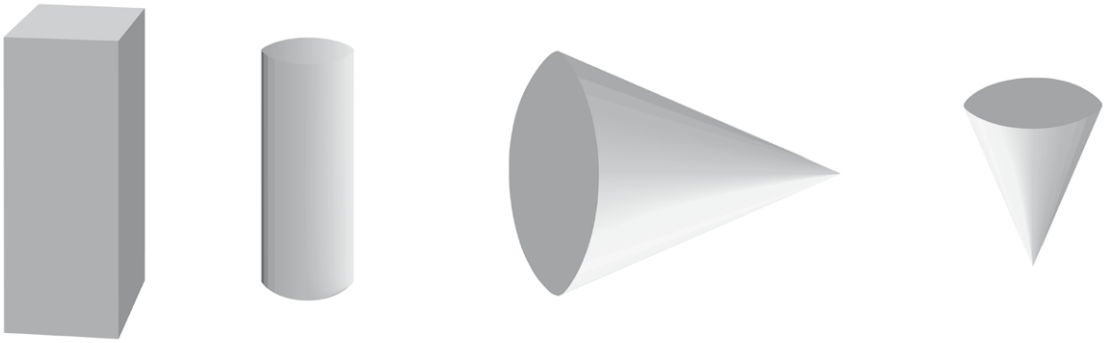
cube



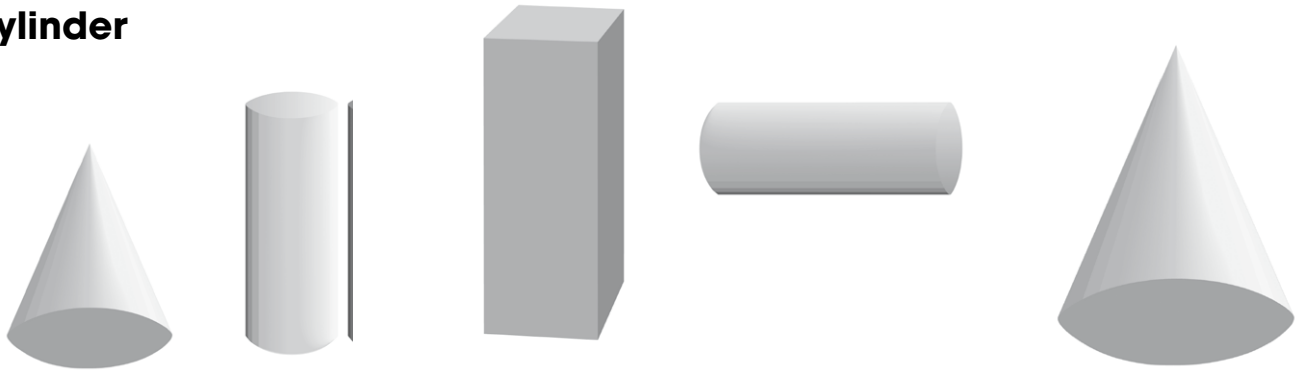
sphere



cone



cylinder

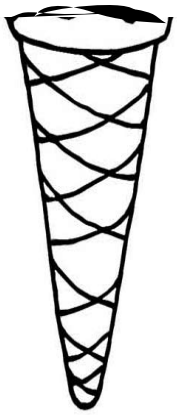


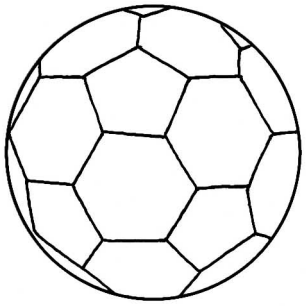
Draw an X on something that is behind the hot air balloon.

Draw a circle on something that is above the balloon.

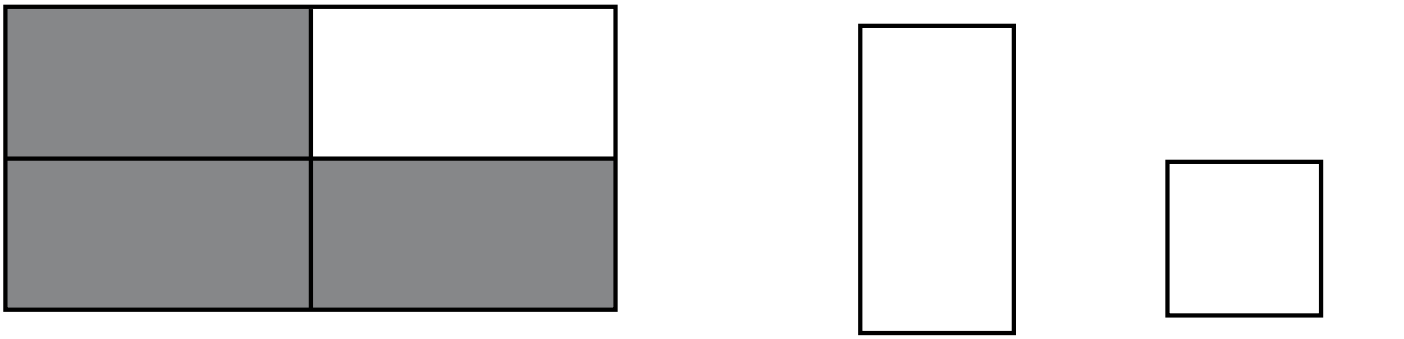
Shade in something that is below the balloon.

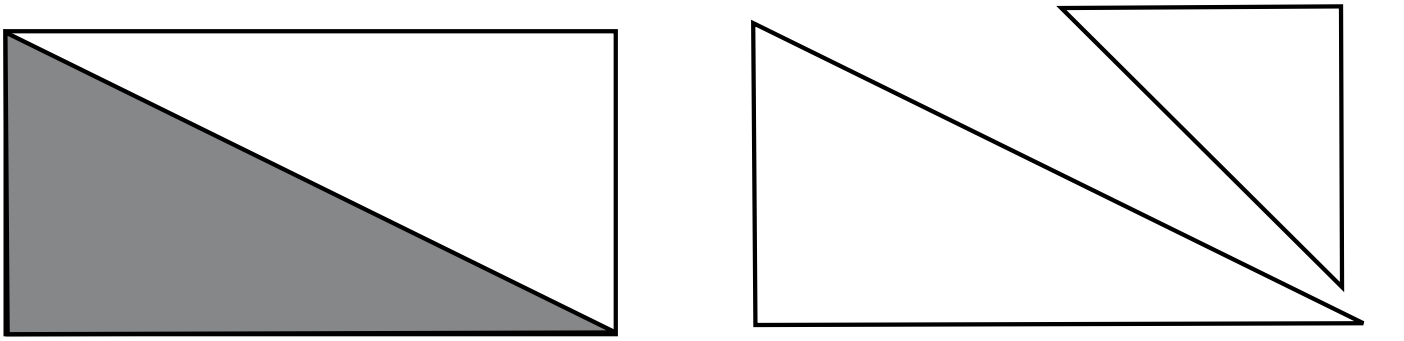
For each problem, name the shape of the object. Build and draw the shape.

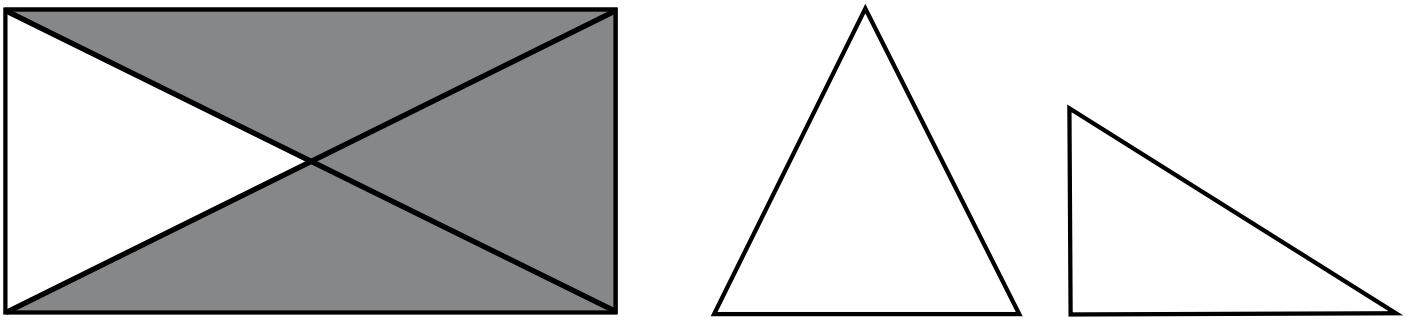


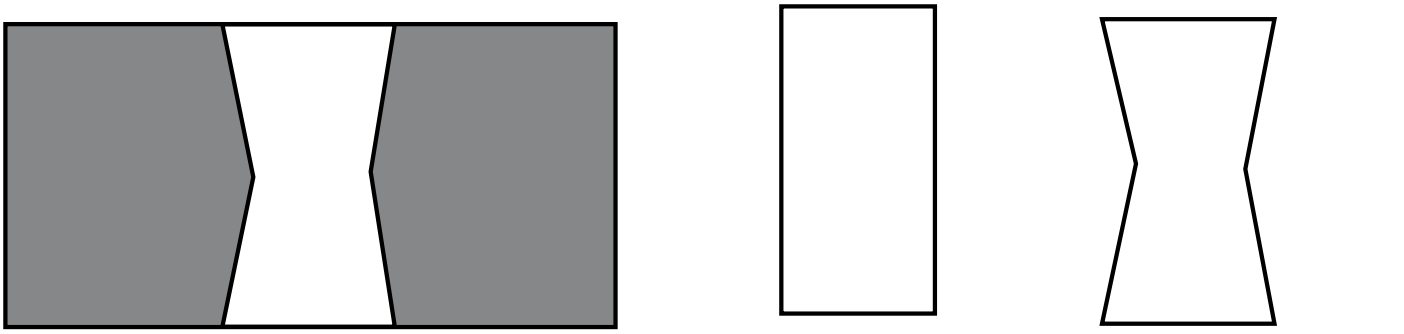


For each problem, circle the missing puzzle piece.

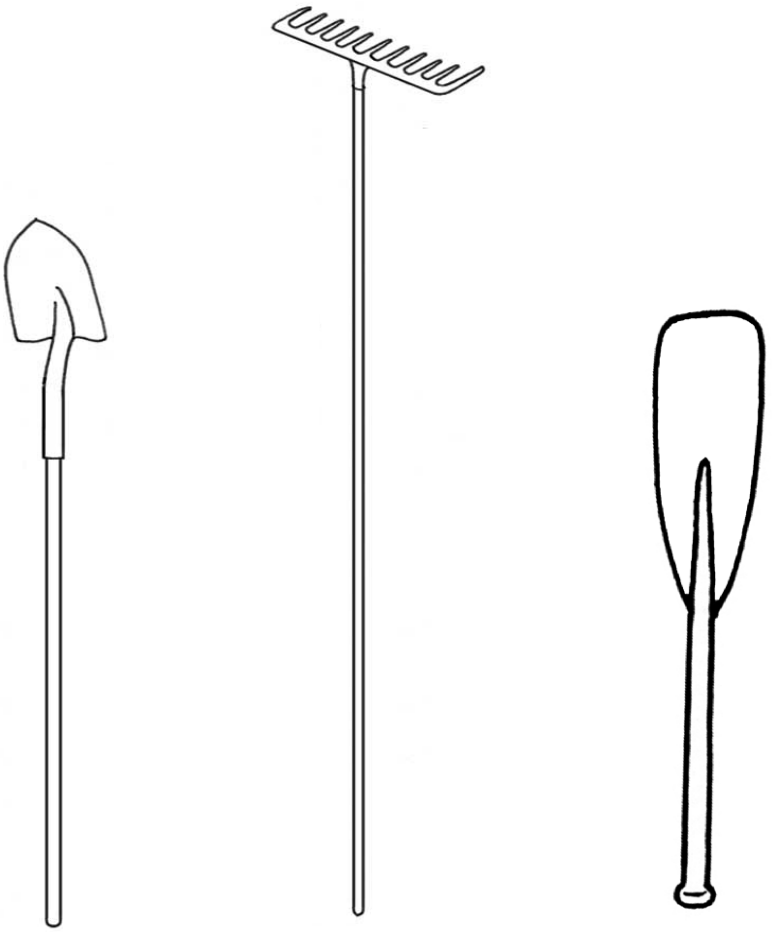








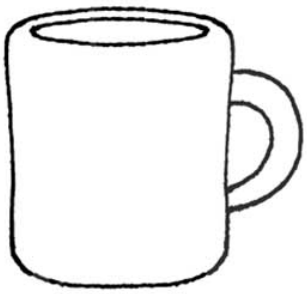
Order the pictures from shortest to tallest.

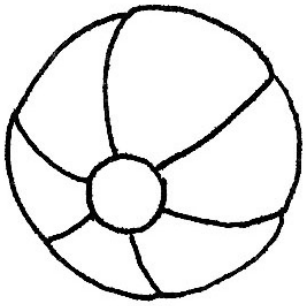


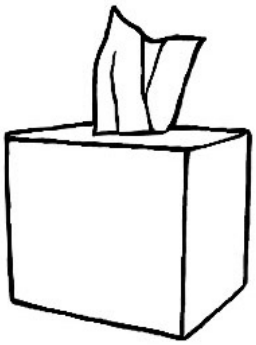
_____ _____ _____

_____ _____ _____

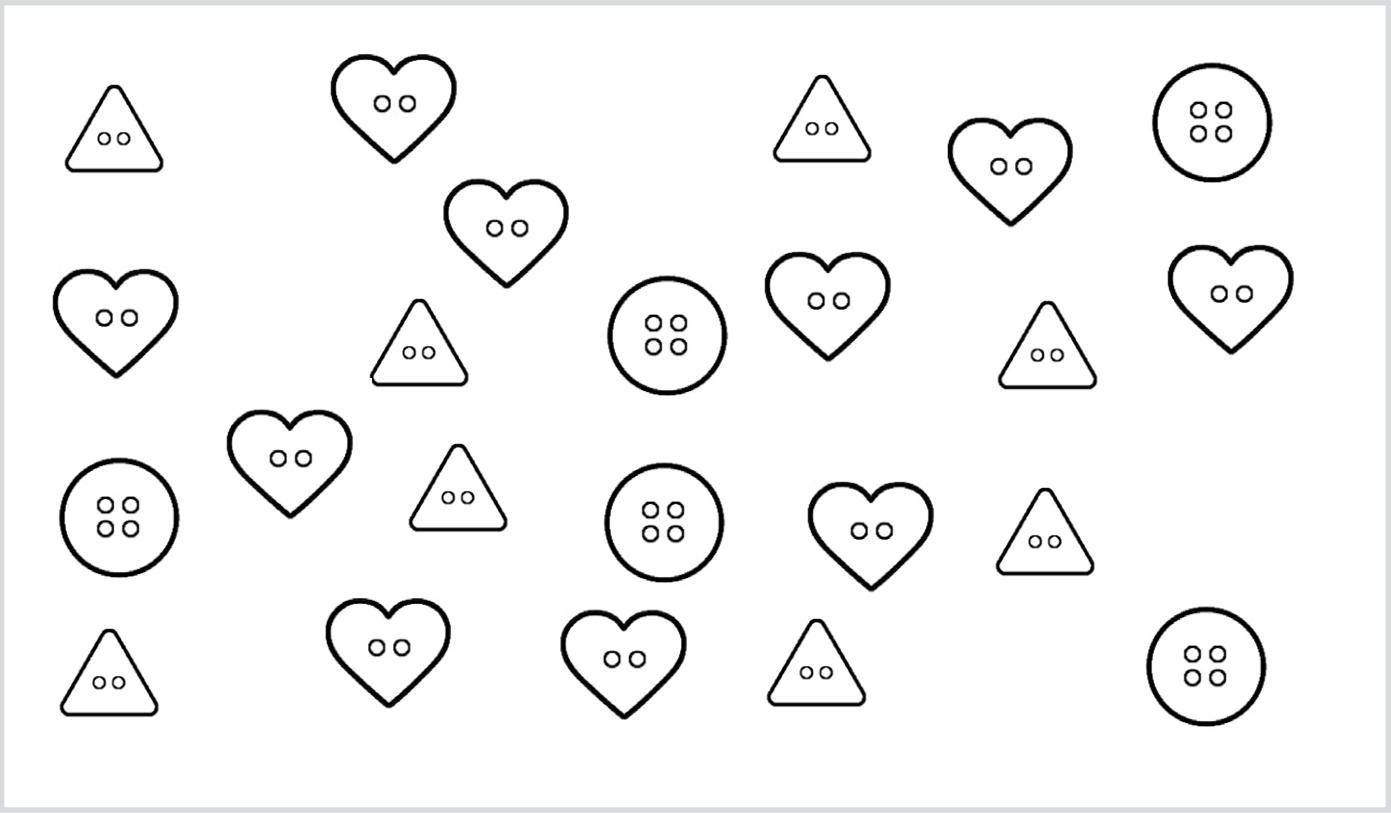
For each problem, compare. Circle the heavier object. Underline the lighter object.

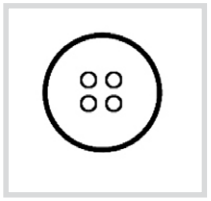






Count how many of each button. Write the amount for each button on the line. Circle the object with the most. Underline the object with the least.





_____

_____

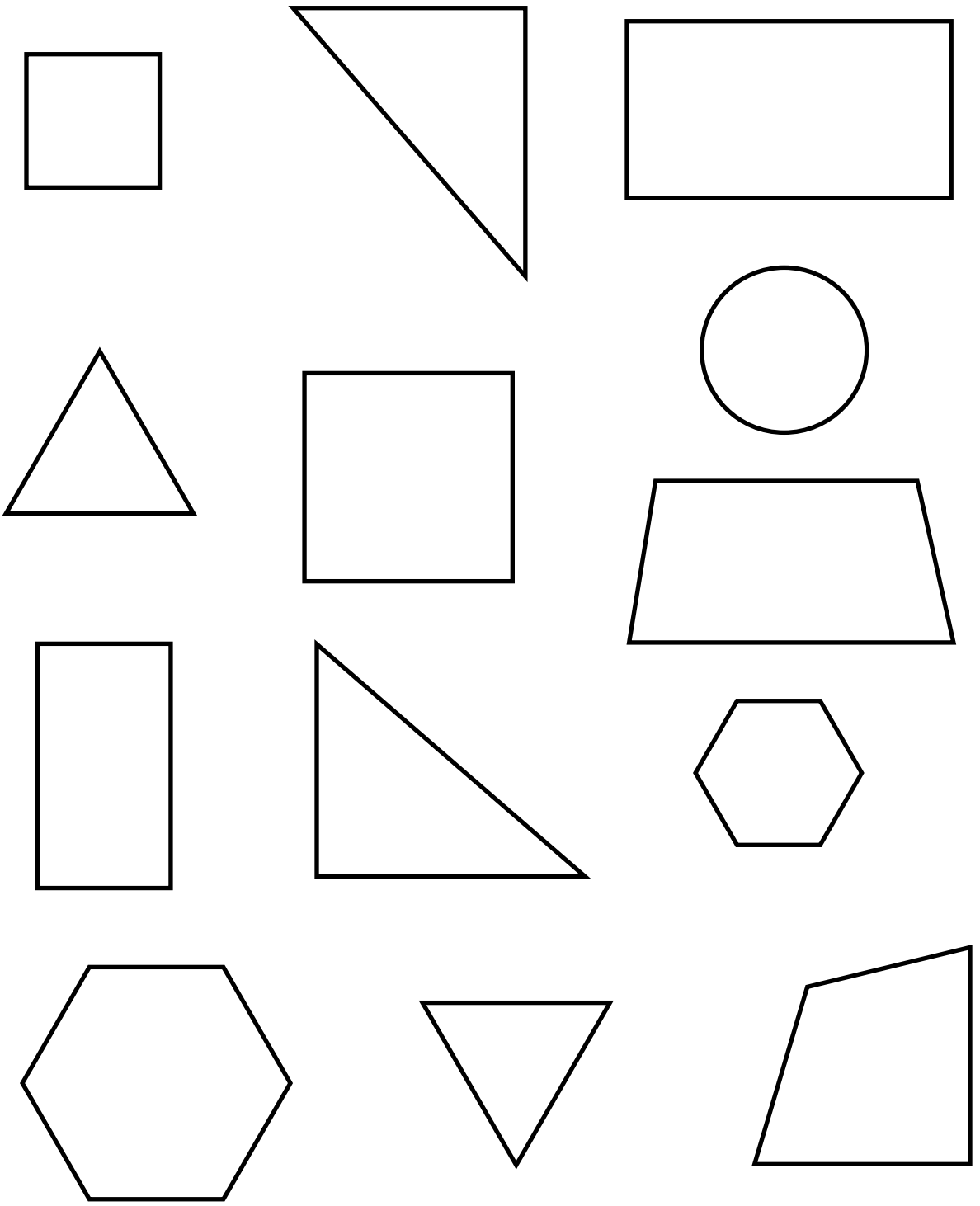
_____

_____

_____

_____

Make stripes on all the four-sided shapes. Make dots on all of the three-sided shapes.



Individual Scoring Chart

Student Name_____ **Pre-Assessment Date:** _____

Post-Assessment Date: _____

Skill	Assessment page	Pre-Assessment	Post-Assessment	EIA Mathematics Unit
Count and Write Numbers 1–5	4	/4	/4	Unit 1
Count and Write Numbers 6–10	5	/4	/4	Unit 2
Count to Ten	6	/4	/4	Unit 3
Count to Tell How Many	7	/4	/4	Unit 4
One More, One Less	8	/4	/4	Unit 5
Count and Compare	9	/4	/4	Unit 6
Count and Write Numbers 11–20	10	/3	/3	Unit 7
Count to Twenty	11	/4	/4	Unit 8
Count to 100	12	/4	/4	Unit 9
Make Five	13	/3	/3	Unit 10
Make Ten	14	/3	/3	Unit 11
Ten and Some More	15	/4	/4	Unit 12
Put Together	16	/3	/3	Unit 13
Take Apart	17	/3	/3	Unit 14
Flat Shapes	18	/4	/4	Unit 15
Solid Shapes	19	/4	/4	Unit 16
Position	20	/3	/3	Unit 17
Model Flat Shapes	21	/2	/2	Unit 18
Create Flat Shapes	22	/4	/4	Unit 19
Longer or Shorter	23	/3	/3	Unit 20
Heavier or Lighter	24	/2	/2	Unit 21
Sort and Count	25	/3	/3	Unit 22
Sort Shapes	26	/10	/10	Unit 23
TOTAL		/86	/86	

Name _____

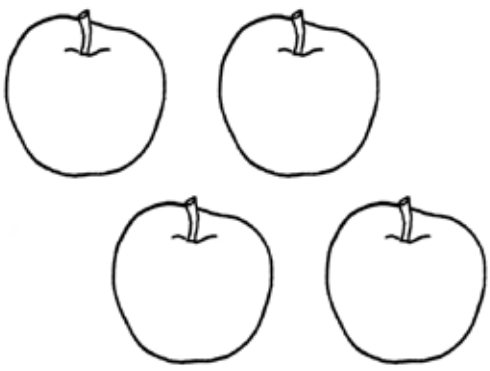
ANSWER KEY

Write a number to match each picture.

1

5

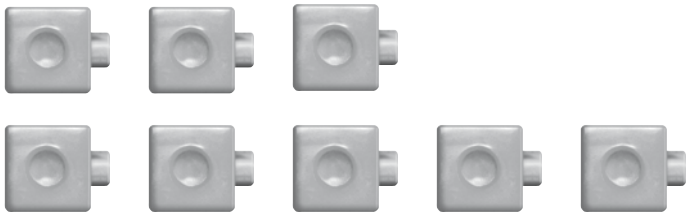
2



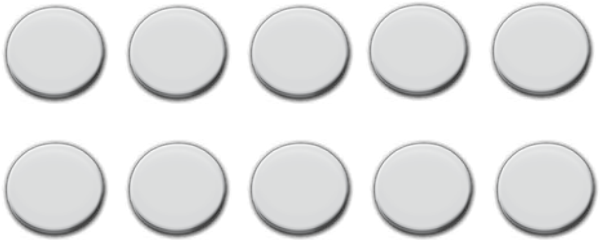
4

Name _____

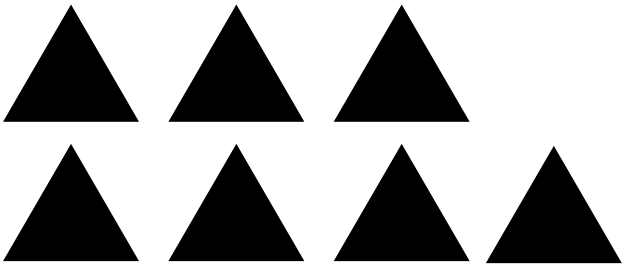
Write a number to match each picture.



8



10



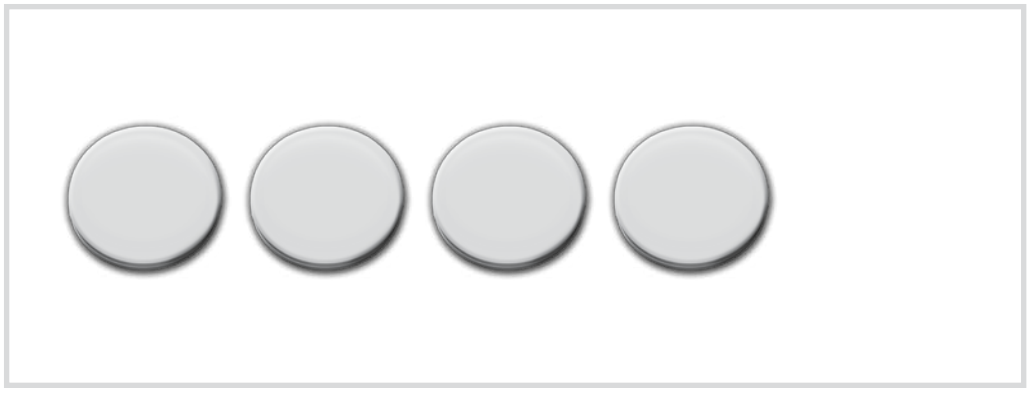
7

9

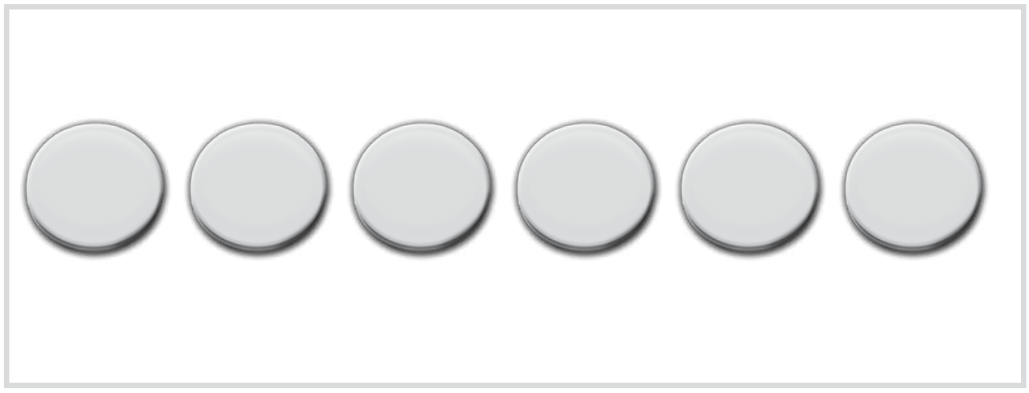
Count aloud. Write the missing numbers.

4	5	6	7	8	9
5	6	7	8	9	10
2	3	4	5	6	7
3	4	5	6	7	8

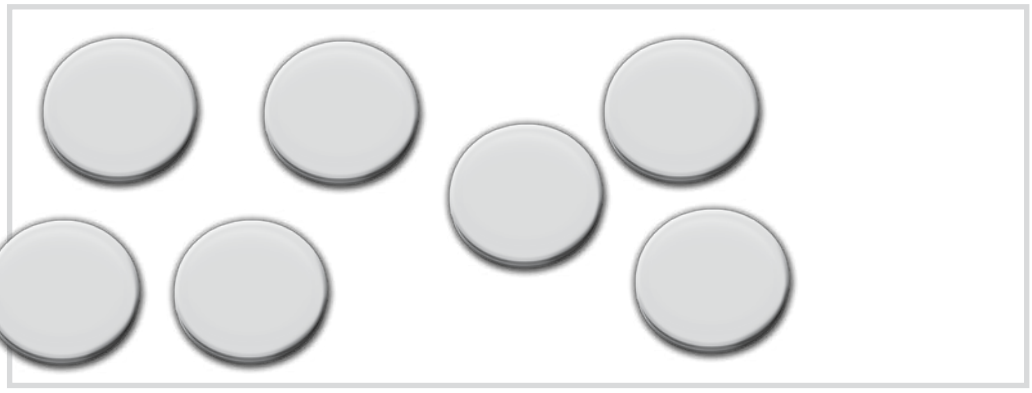
How many counters are in each set?



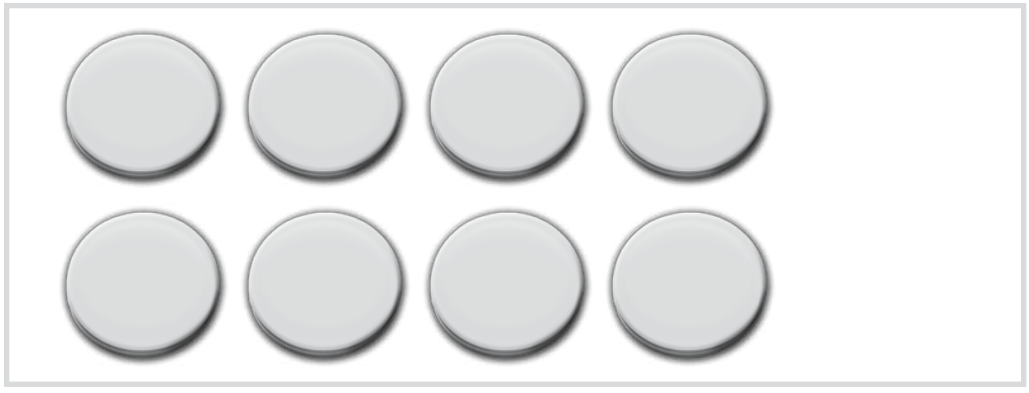
4



6

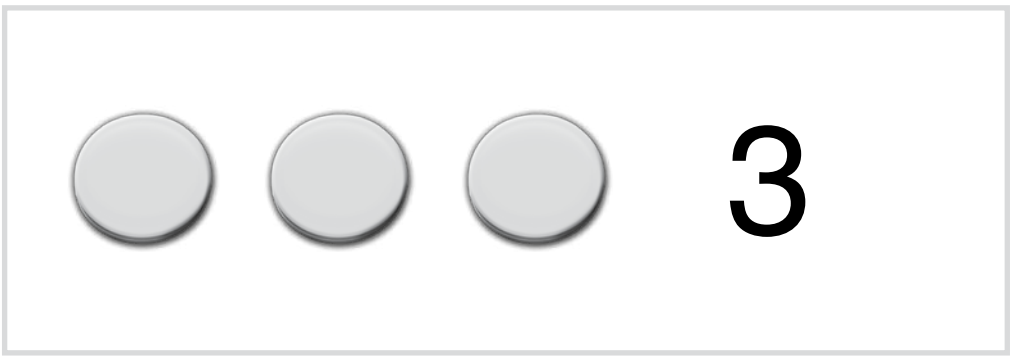


7

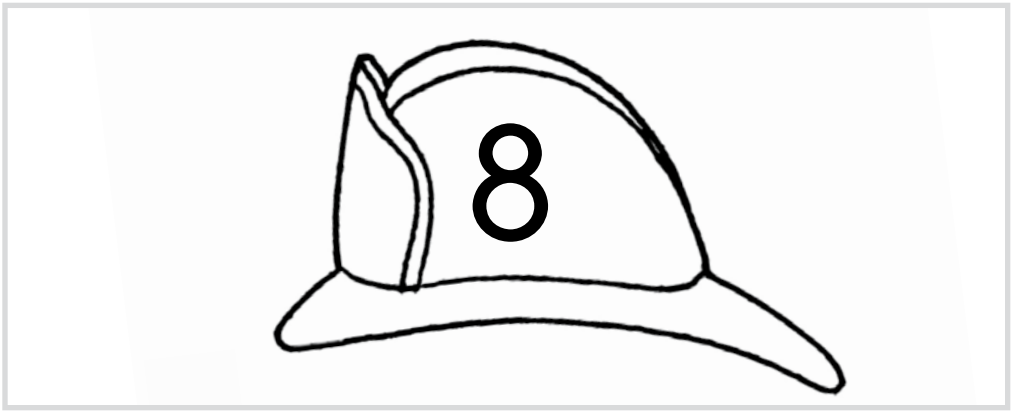


8

Look at the number. Write the number that is one more.

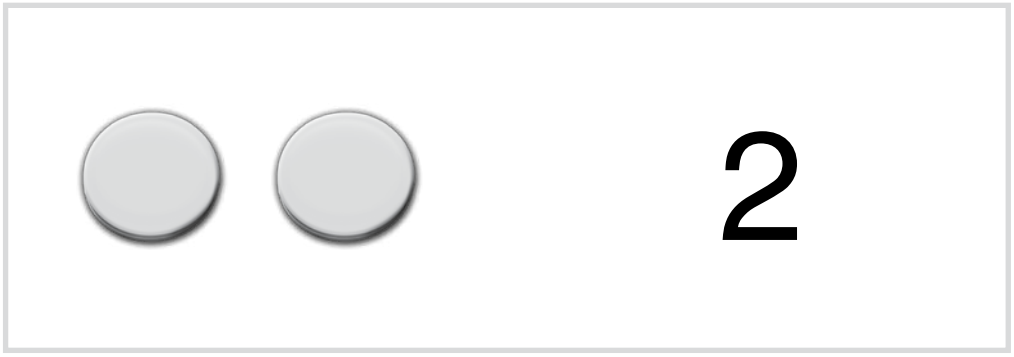


4

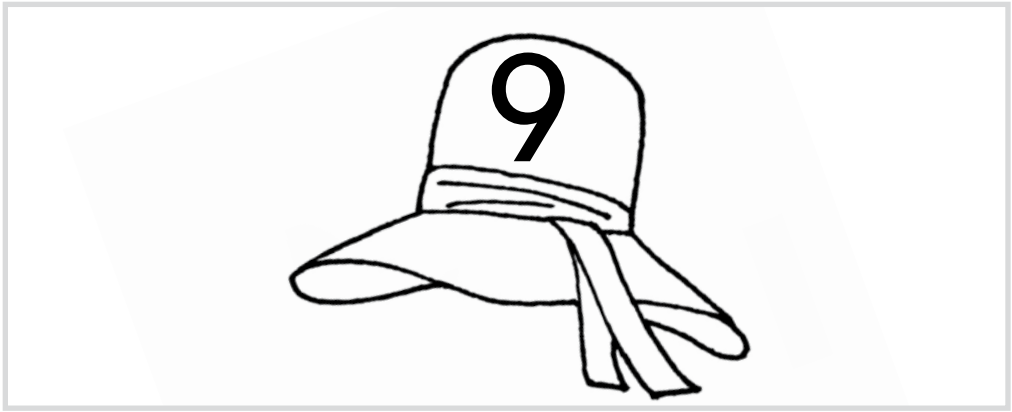


9

Look at the number. Write the number that is one less.

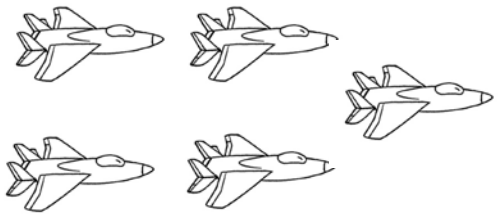


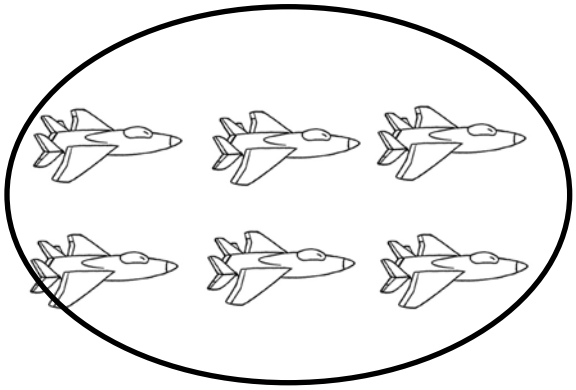
1

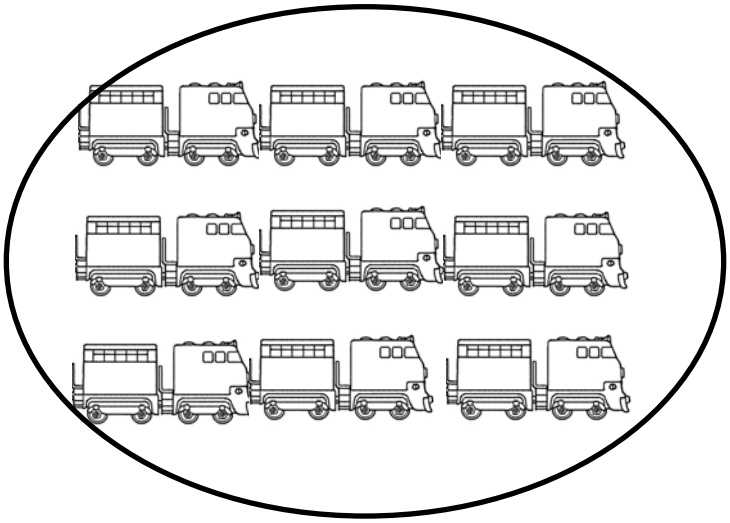


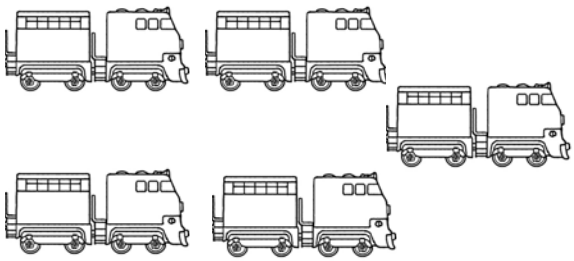
8

For each problem, circle the set that has more. Underline the set that has less.

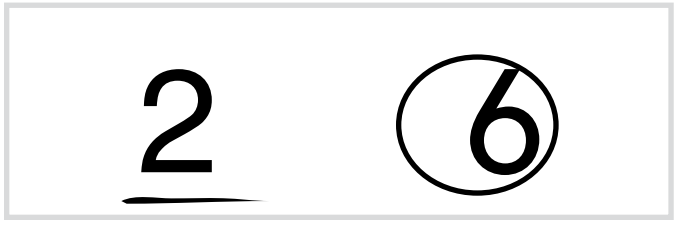


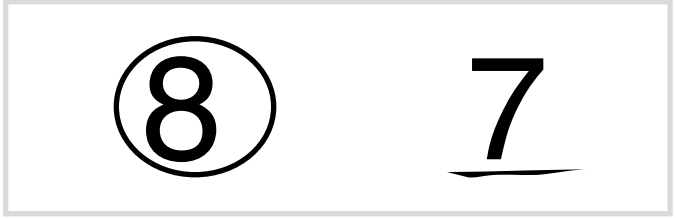






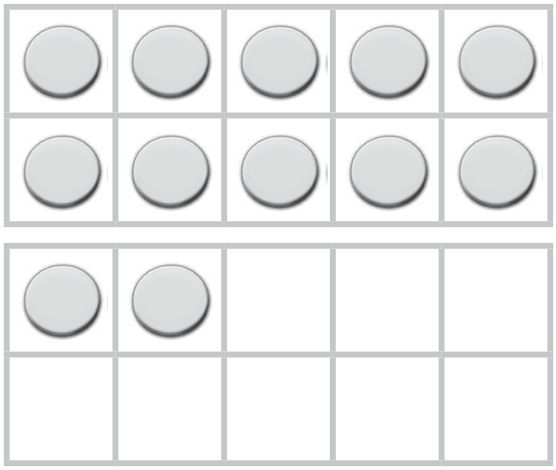
For each problem, look at the numbers. Circle the greater number. Underline the lesser number.



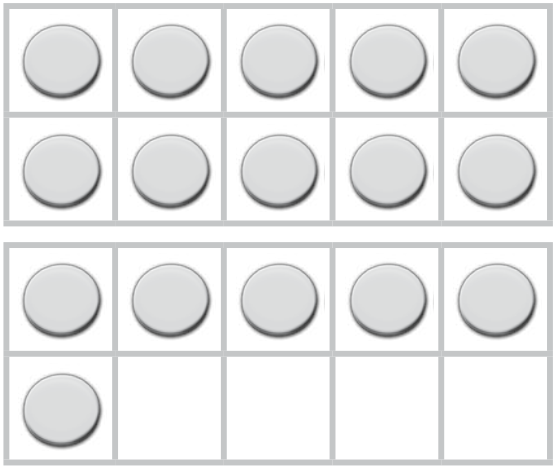


Name _____

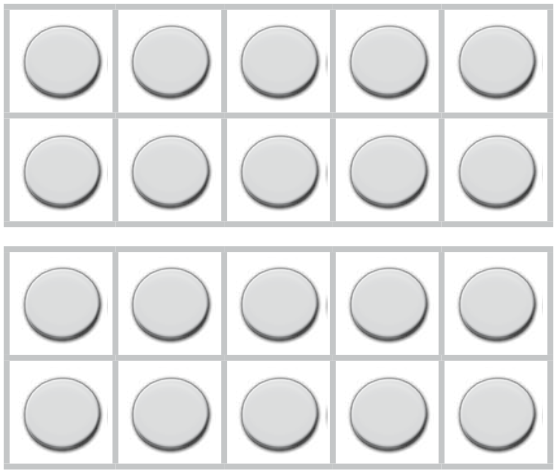
Write a number to match each picture.



12



16



20

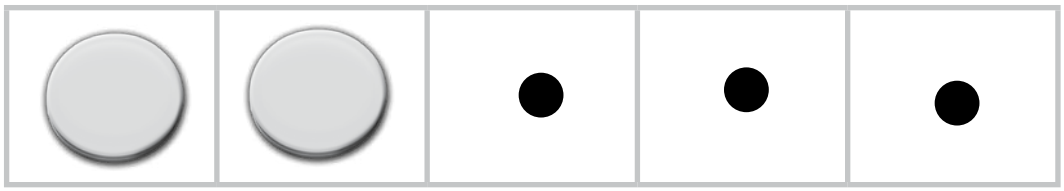
For each problem, count forward. Write the missing numbers.

8	9	10	11	12	13
11	12	13	14	15	16
14	15	16	17	18	19
17	18	19	20	21	22

For each problem, count forward. Write the missing numbers.

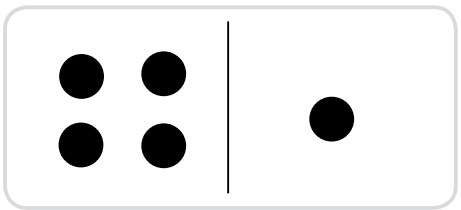
34	35	36	37	38	39
57	58	59	60	61	62
80	81	82	83	84	85
40	50	60	70	80	90

For each problem, count how many are shown. Draw more to make 5. Write the missing numbers.



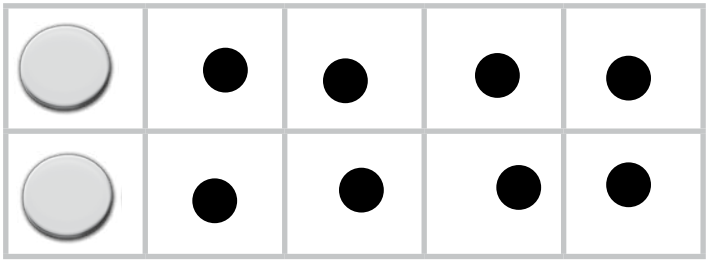
2 and 3 5

3 and 2 5

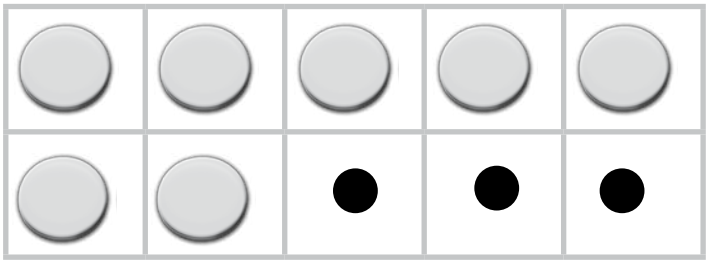


4 + 1 5 in all

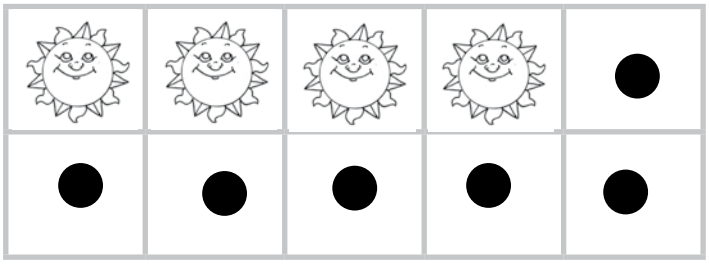
For each problem, count how many are shown. Draw more to make 10. Record your work.



2 + 8 = 10 in all



7 + 3 = 10 in all

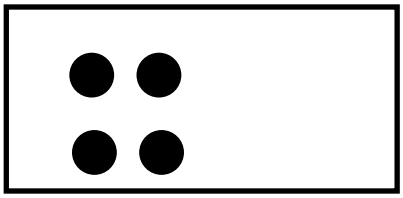


4 + 6 = 10

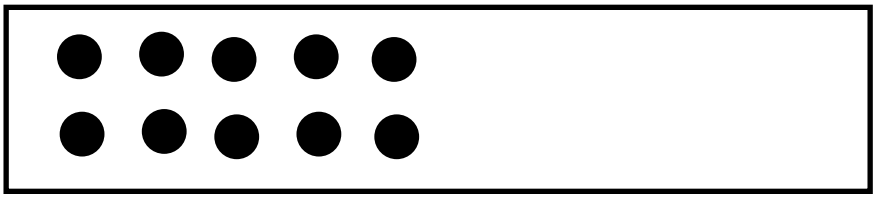
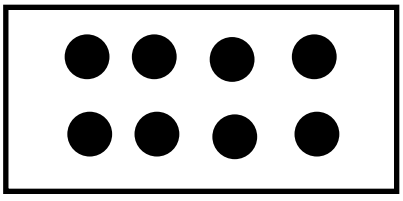
For each problem, write the missing numbers.


1 ten + 1 one 11 in all


1 ten + 3 ones 13 in all

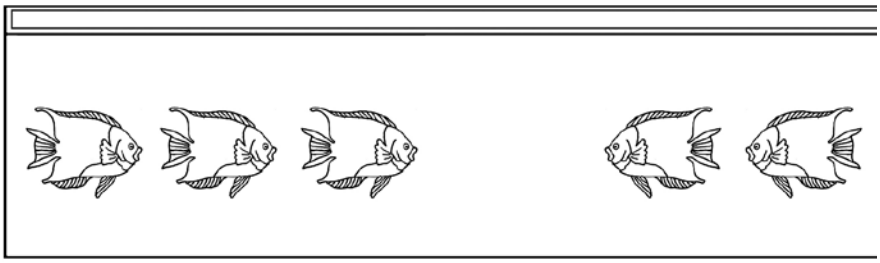



14 = 10 + 4

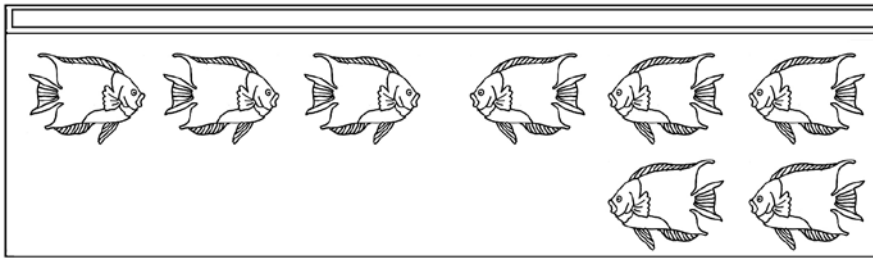



18 = 10 + 8

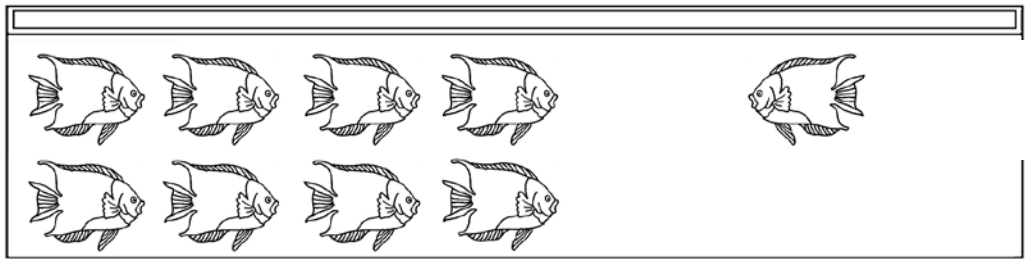
For each problem, tell a joining story. Write the missing numbers.



3 + 2 = 5 in all

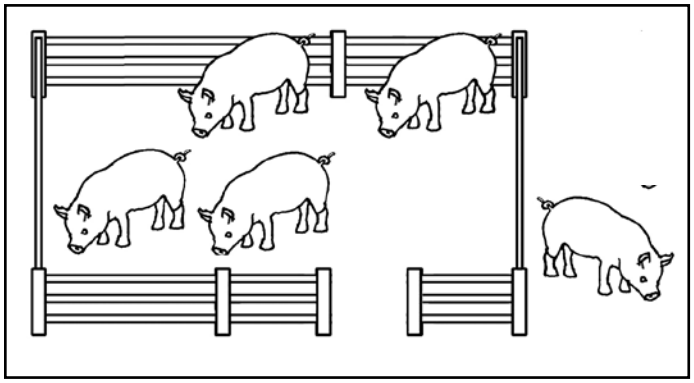


3 + 5 = 8 in all



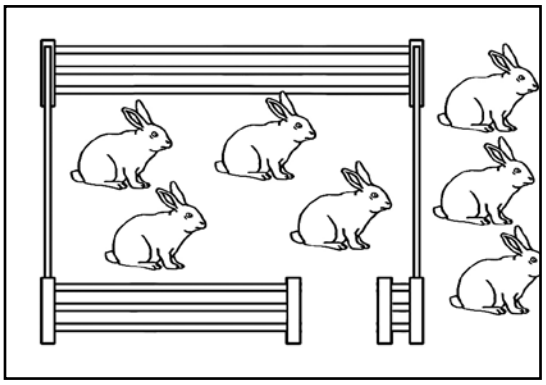
8 + 1 = 9

For each problem, tell a take-away story. Write the missing numbers.



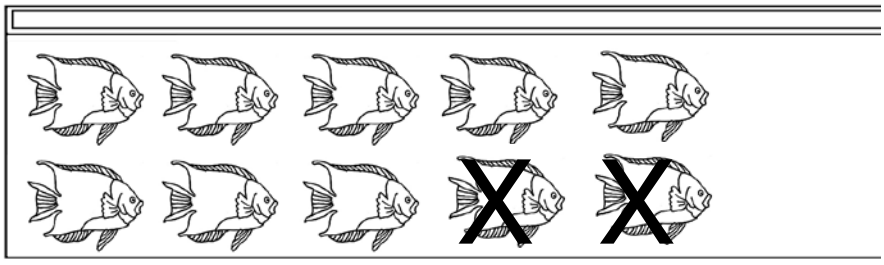
5 take away 1.

4 are left.



7 – 3

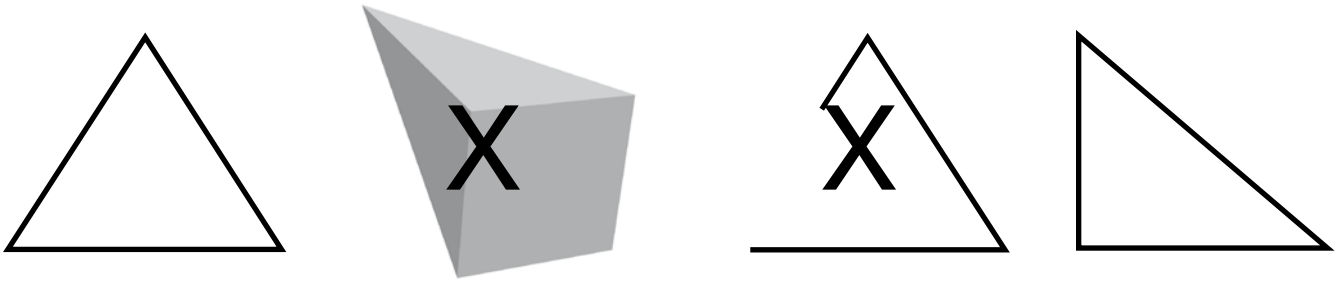
4 are left.



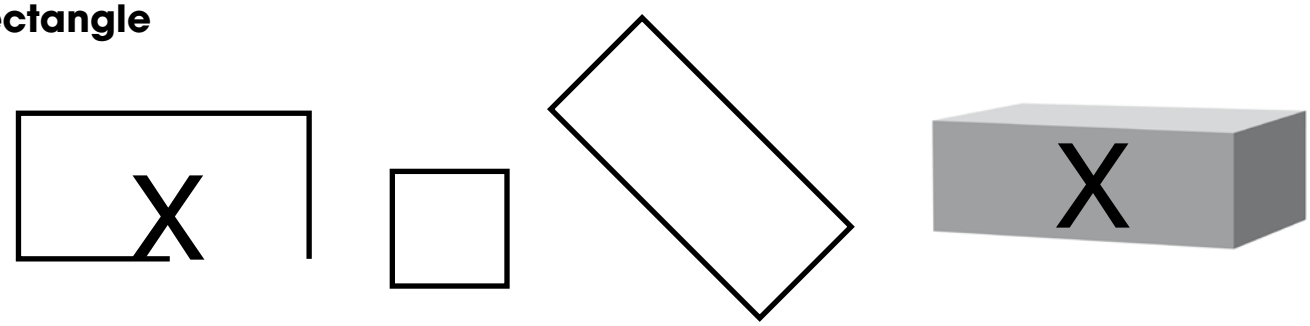
10 – 2 = 8

In each row, draw an X on the shapes that do not match the name.

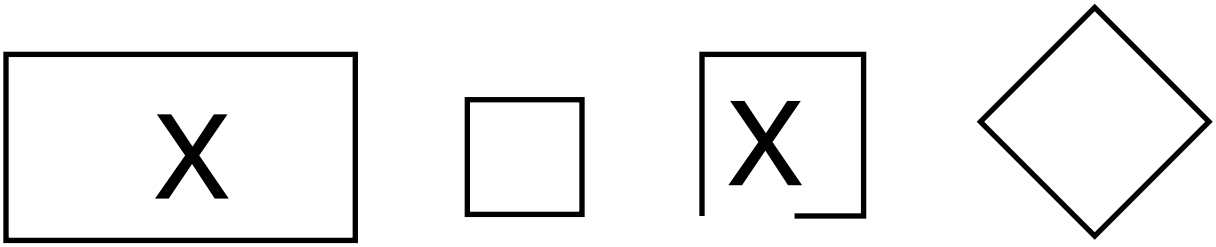
triangle



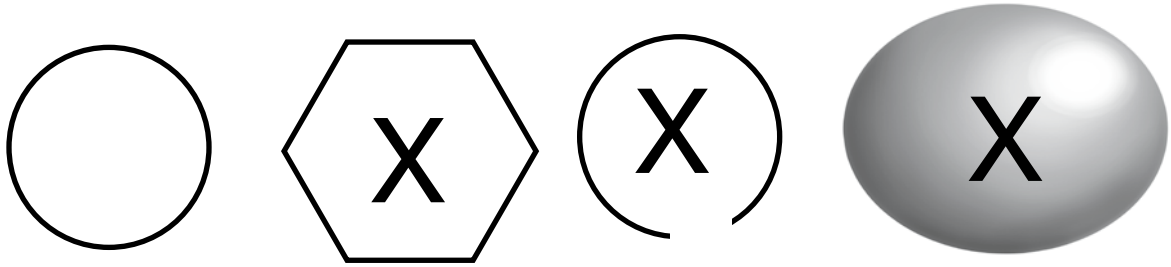
rectangle



square

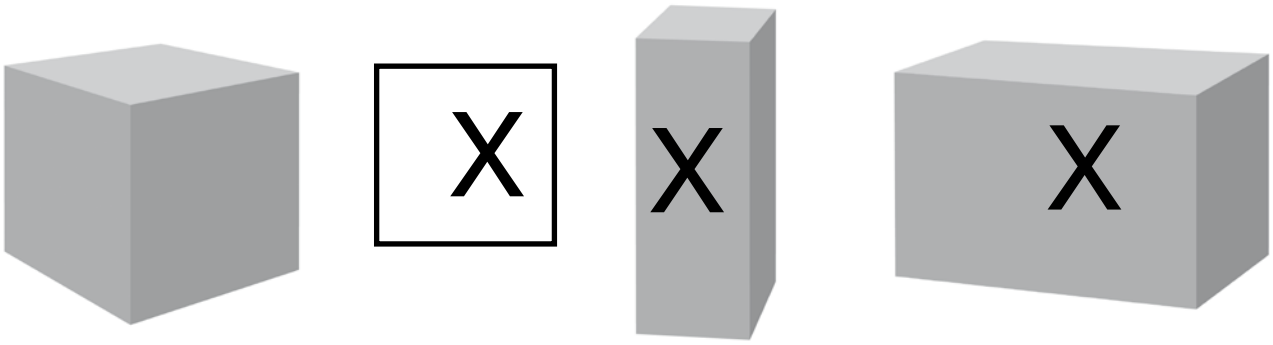


circle

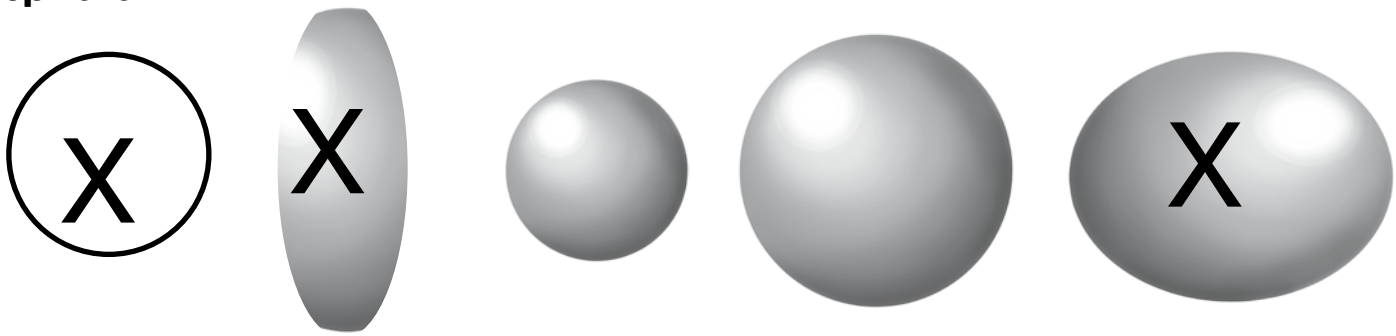


In each row, draw an X on the shapes that do not match the name.

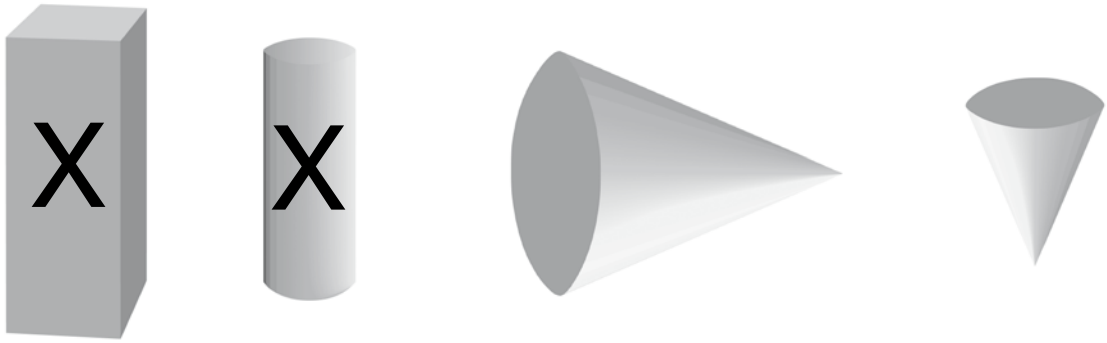
cube



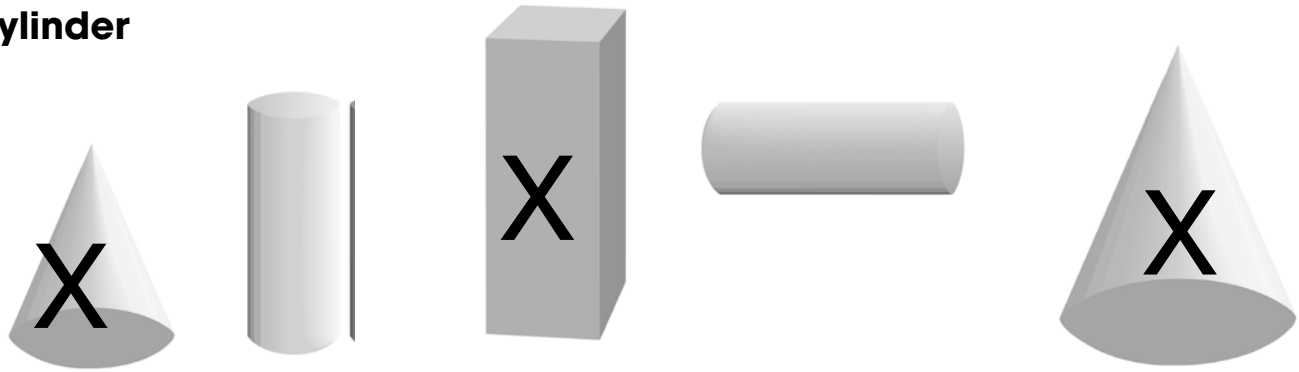
sphere



cone



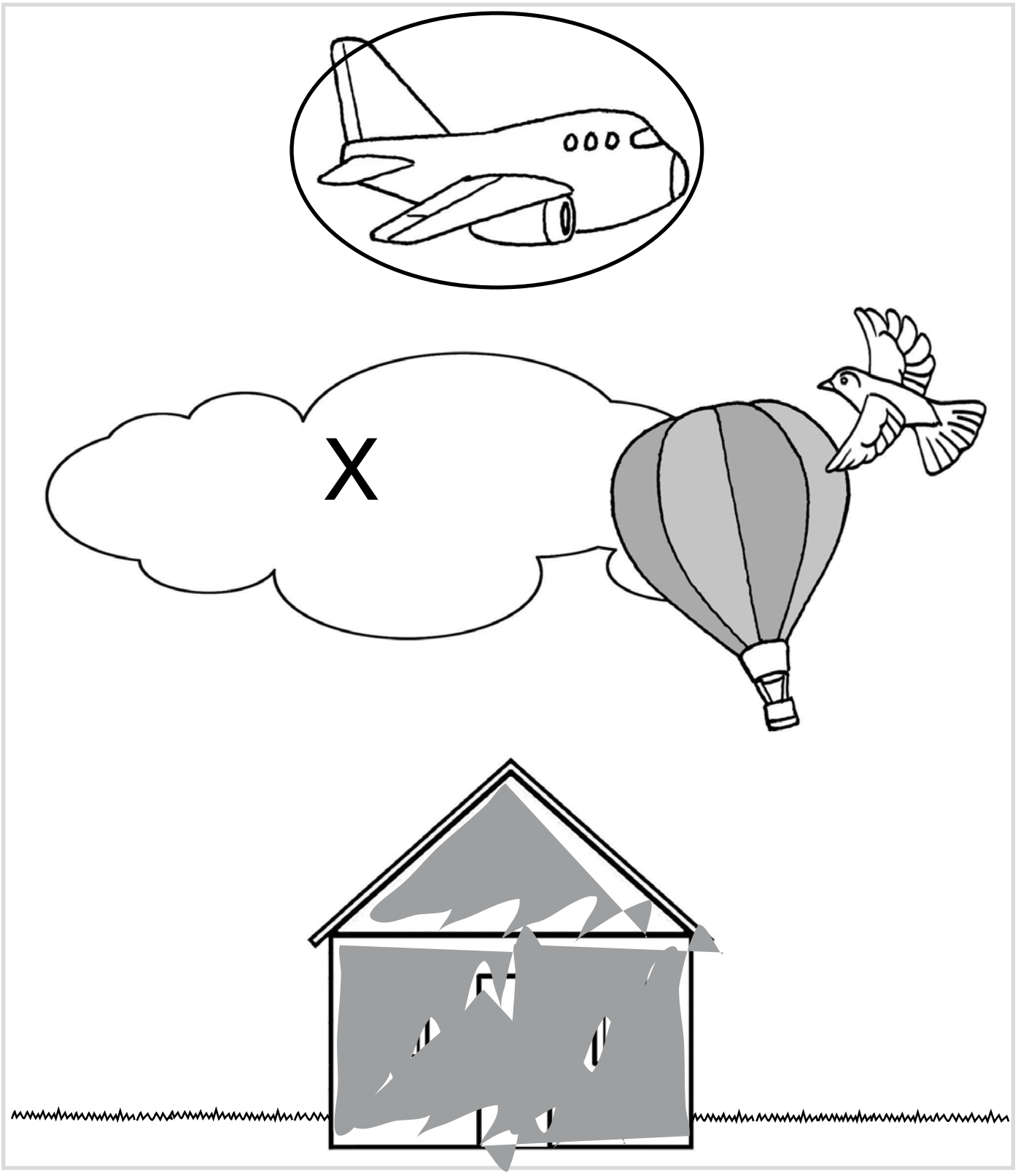
cylinder



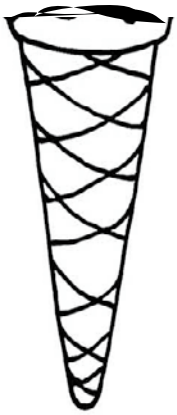
Draw an X on something that is behind the hot air balloon.

Draw a circle on something that is above the balloon.

Shade in something that is below the balloon.



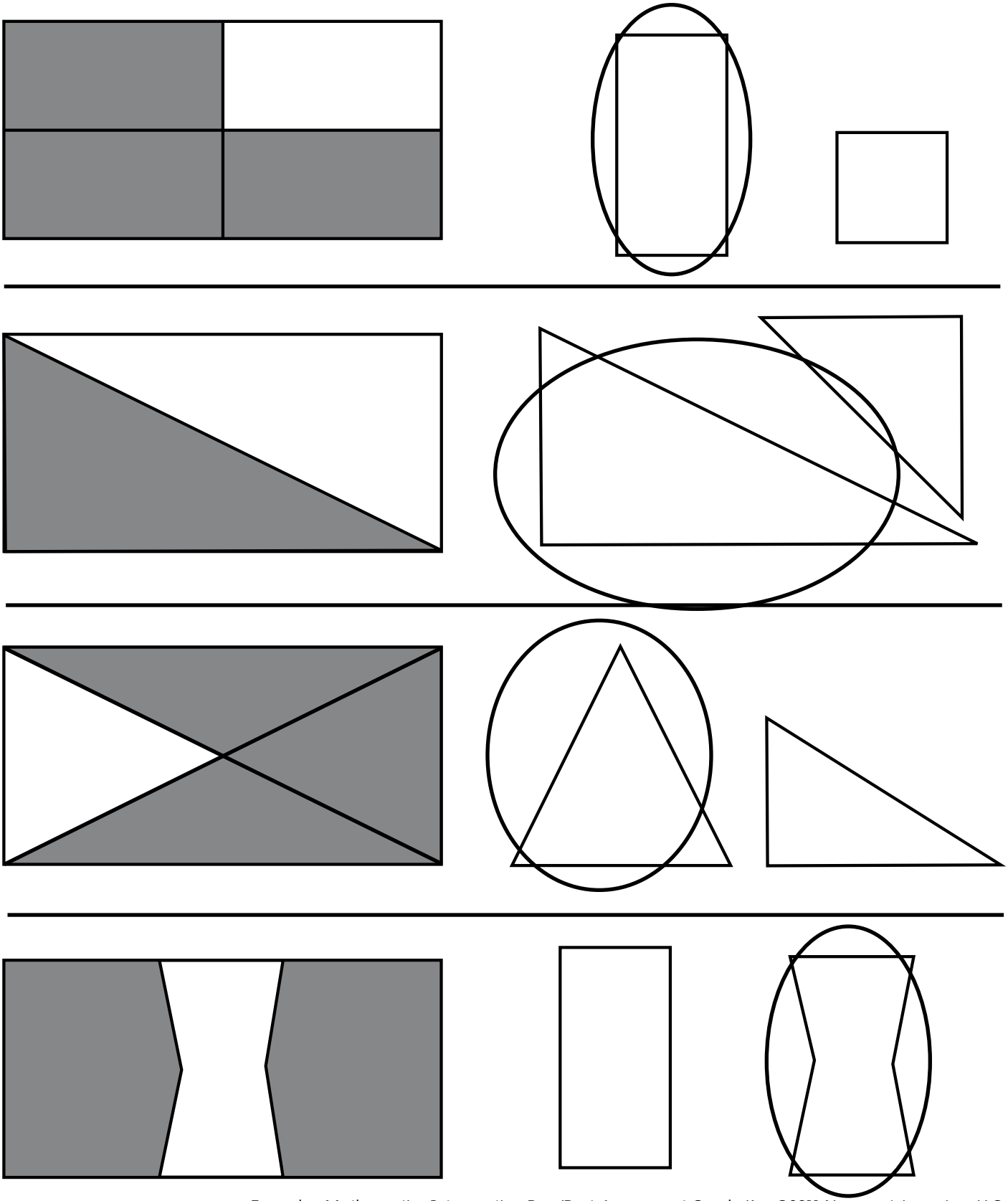
For each problem, name the shape of the object. Build and draw the shape.



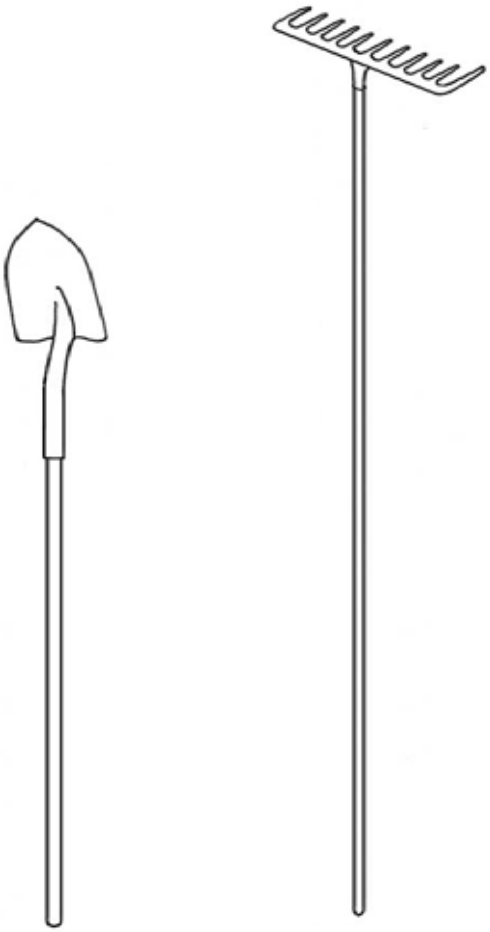
cone

sphere

For each problem, circle the missing puzzle piece.

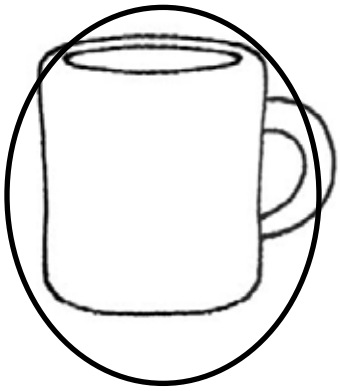


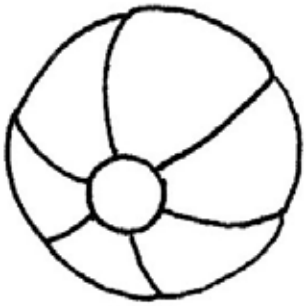
Order the pictures from shortest to tallest.

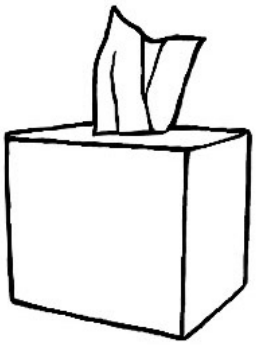


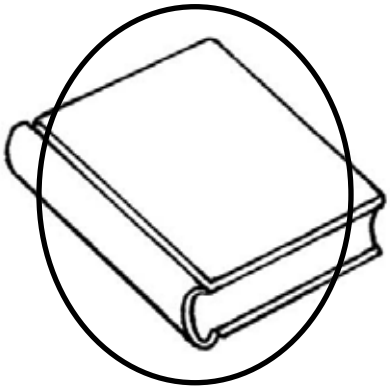
2 3 1

For each problem, compare. Circle the heavier object. Underline the lighter object.

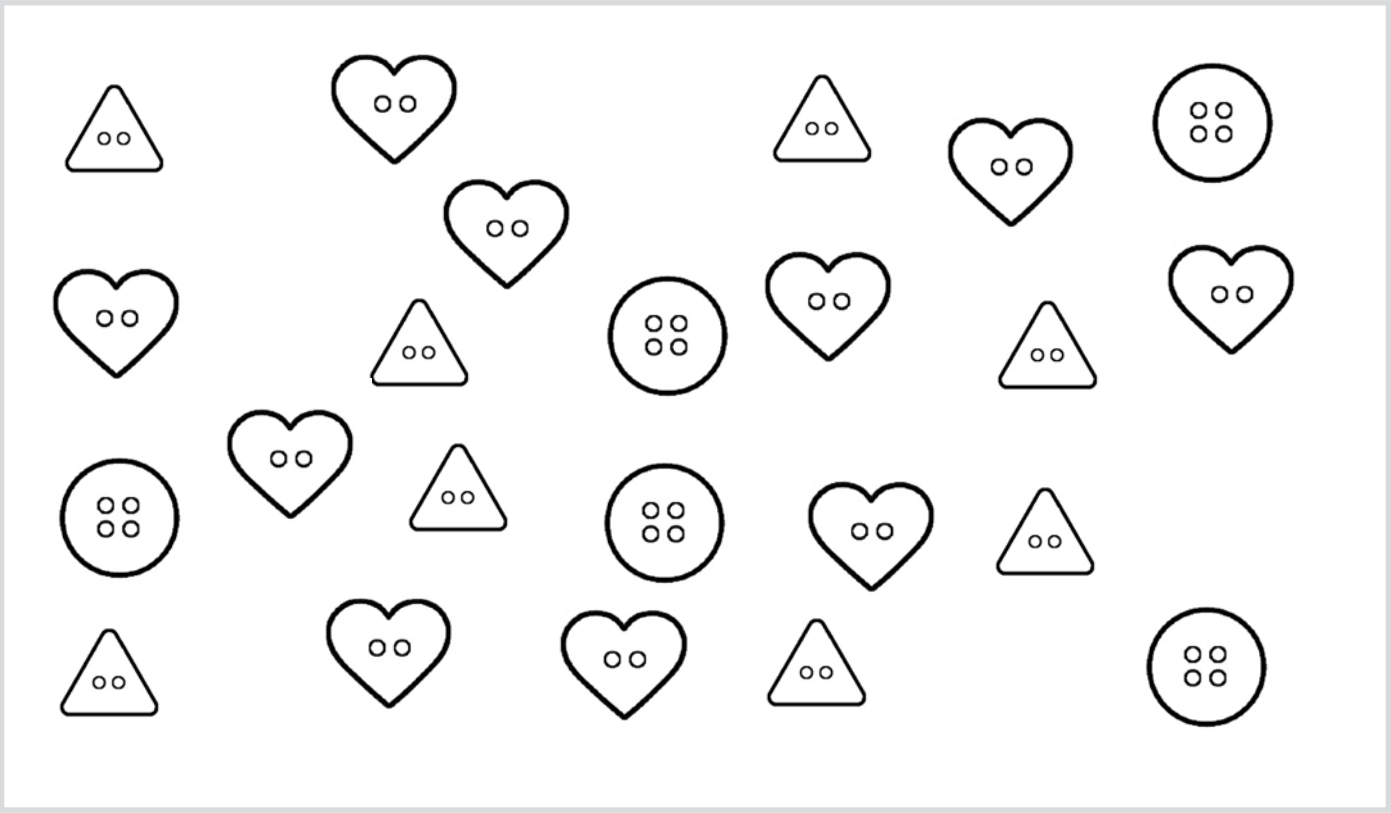


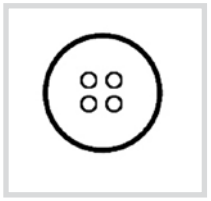




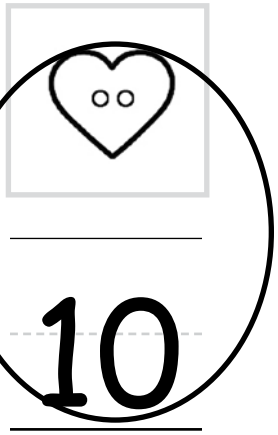


Count how many of each button. Write the amount for each button on the line. Circle the object with the most. Underline the object with the least.





5



10

8

Make stripes on all the four-sided shapes. Make dots on all of the three-sided shapes.