KINDERGARTEN

2014-2015
Mid-Year Benchmark Assessment

Teacher Directions & Student Proficiencies

PUBLIC SCHOOLS OF NORTH CAROLINA
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Task 1
Rote Count to 50

Domain:	Counting and Cardinality
Cluster:	**Know number names and the count sequence.**
Standard:	**K.CC.1** Count to 100 by ones and tens.

Materials
none

Correct Response

Counts consecutively to 50 by ones.

NOTE: If student self-corrects (recognizes an error on their own and states the correct answer), then the item is considered correct.

Task Directions

- Say: **"Start at 1 and count by ones until I tell you to stop."**
- Stop the student when the student reaches **50**.

Proficiency Rubric

Level I	The student counts randomly with numerous omissions or repetitions or counts out of sequence.
Level II	The student omits or repeats a number in the counting sequence **OR** The student hesitates repeatedly or labors over the next number(s) in the counting sequence.
Level III	The student rote counts to 50 by ones correctly, without skipping numbers, repeating numbers, or hesitating.

Task 2
Counting Forward

Domain:	Counting and Cardinality
Cluster:	**Know number names and the count sequence.**
Standard:	**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Materials
none

Correct Response

Counts on from 13 to 25 by ones.

NOTE: If student self-corrects (recognizes an error on their own and states the correct answer), then the item is considered correct.

Task Directions

- Say: **"Start at 13 and count by ones until I tell you to stop."**
- Stop the student when the student reaches **25**.

Proficiency Rubric

Level I	The student begins counting at a number other than 13.
Level II	The student omits or repeats a number when counting forward **OR** The student hesitates repeatedly or labors over the next number(s) in the counting sequence.
Level III	The student accurately rote counts from 13 to 25 by ones, without skipping numbers, repeating numbers, or hesitating.

Task 3
Subitizing

Domain:	Counting and Cardinality
Cluster:	**Count to tell the number of objects.**
Standard:	**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

Materials
Subitizing cards, in order: a, b, c, d

Correct Response

Instantly recognizes quantities:
a) 1
b) 2
c) 5
d) 4
NOTE: If student self-corrects (recognizes an error on their own and states the correct answer), then the item is considered corre

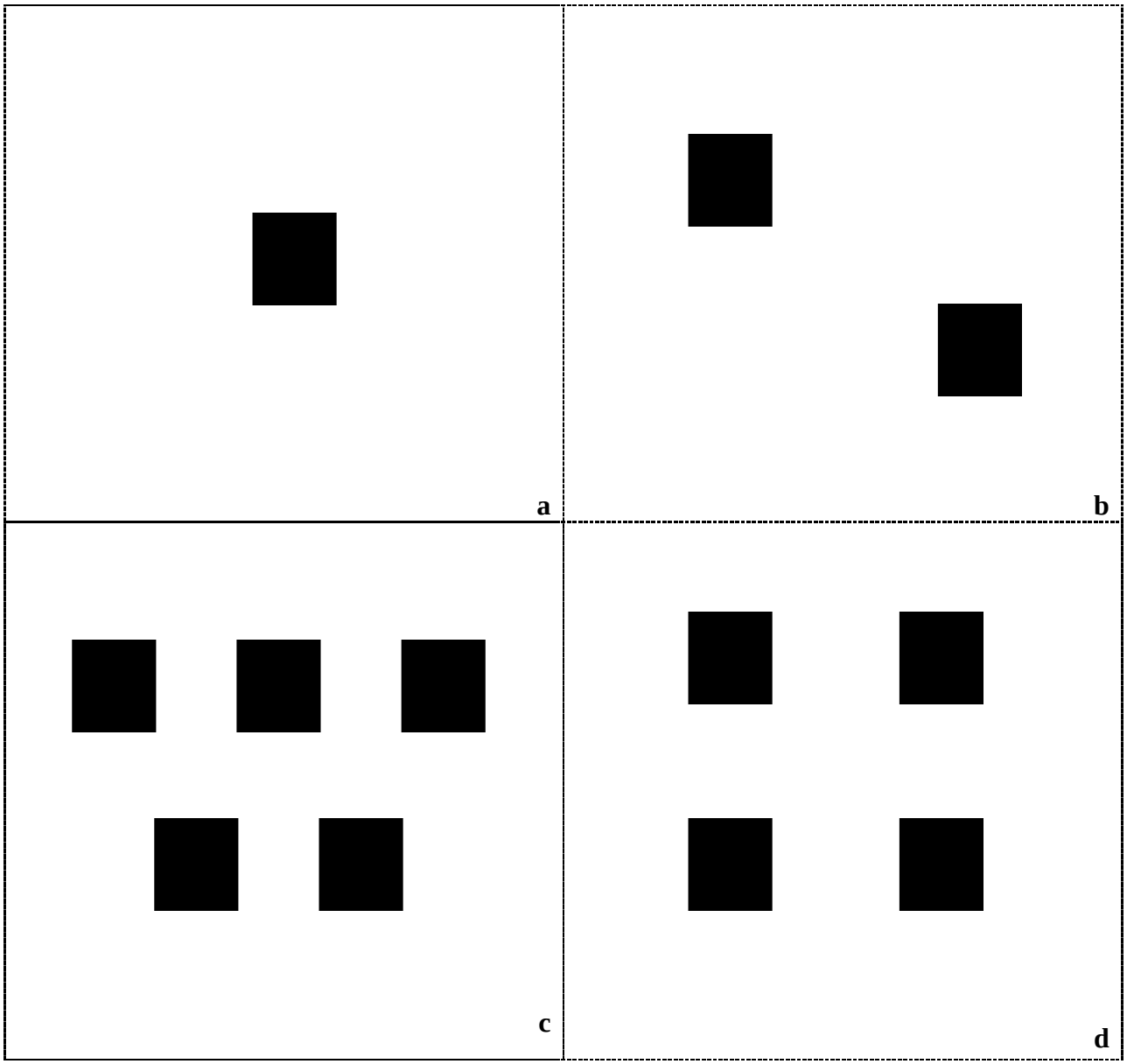
Task Directions

- Say: **"I am going to show you a card with squares on it. Quickly, tell me how many squares you see without counting."**
- Show the card for two-three seconds (*count to self "one-thousand one, one-thousand two"*) and then remove the card.
- Say: **"How many squares are on the card?"**
- Repeat with the remaining cards.

Proficiency Rubric

Level I	The student correctly states the quantity on 0-1 of the cards.
Level II	The student correctly states the quantity on 2-3 of the cards **OR** The student relies on counting to determine amount.
Level III	The student accurately identifies the amount on each card quickly, without counting, regardless of the arrangement of squares.

Task 3
Subitizing Cards
(Please cut the cards below apart)



Task 4
Counting to 10, in an array

Domain:	Counting and Cardinality
Cluster:	**Count to tell the number of objects.**
Standard:	**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
	K.CC.5 Count to answer "How many?" questions about as many as 20 things.

Materials
8 counters (such as cubes or chips)

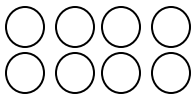
Correct Response

Accurately counts 8 objects.

NOTE: If student self-corrects (recognizes an error on their own and states the correct answer), then the item is considered correct.

Task Directions

- Place 8 counters in front of the student in a **2 by 4 array**.



- Say: **"Count to see how many. Count out loud so I can hear you."**
- After the student has counted the counters, ask: **"How many [**counters**] are there?"**

Proficiency Rubric

Level I	The student attempts the task, but is unable to count correctly and answer the question "How many?"
Level II	The student correctly counts 8 objects, but does not correctly answer the question "How many?" or needs to recount to answer the question.
Level III	The student correctly counts 8 objects and correctly answers the question "How many?" without recounting.

Task 5
Counting to 10, scattered

Domain:	Counting and Cardinality
Cluster:	**Count to tell the number of objects.**
Standard:	**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
	K.CC.5 Count to answer "How many?" questions about as many as 20 things.

Materials
6 counters (such as cubes or chips)

Correct Response

Accurately counts to determine amount:
1) 5
2) 6

NOTE: If student self-corrects (recognizes an error on their own and states the correct answer), then the item is considered correct.

Task Directions

- Place 5 counters in front of the student in a **scattered** arrangement.
- Say: **"Count to see how many. Count out loud so I can hear you."**
- After the student has counted the counters, ask: **"How many [**counters**] are there?"**
- Add 1 additional counter. Ask, "**How many [**counters**] are there now?**

Proficiency Rubric

Level I	The student attempts the task, but is unable to count correctly and answer the question "How many?"
Level II	The student accurately counts 5 objects in a scattered arrangement, but does not correctly answer "6" to the question "How many?" when 1 more is added.
Level III	The student accurately counts 5 objects in a scattered arrangement, and correctly answers "6" to the question "How many?" when 1 more is added.

Task 6
Classifying, Sorting, and Comparing Sets
Part 1 of 2

Domain:	Measurement and Data
Cluster:	**Classify objects and count the number of objects in each category.**
Standard:	**K.MD.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. *(Sorting categories by count is not assessed with this task.)*
Domain:	Counting and Cardinality
Cluster:	**Know number names and the count sequence.**
Standard:	**K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Cluster:	**Count to tell the number of objects.**
Standard:	**K.CC.5** Count to answer "How many?" questions about as many as 20 things.

Materials

Cubes, specifically:

- 10 blue cubes
- 2 white cubes
- 3 yellow cubes
- 6 red cubes
- 2 green cubes

5 slips of paper or Post-it notes,

Correct Response

Sorts the cubes correctly by color

Accurately counts and writes each set:

- 10 blue cubes
- 2 white cubes
- 3 yellow cubes
- 6 red cubes
- 2 green cubes

**If the student sorts incorrectly, but counts the total amount correctly and writes the correct number for a group, then the item is "correct"*

Task Directions

- Place all 23 of the unifix cubes in front of the student in a scattered arrangement.
- Say: **"There are different colored cubes on the table. Sort the cubes by color."**
- After the student has sorted the cubes, place a slip of paper or Post-it beneath each color group.
- Point to a color group. Ask**, "How many cubes are in this group?"**
- After the student states the number of color cubes, say: **"Write that number on this piece of paper."**
- Continue until all colored groups are counted and a number is written for each group.
- (*Note: Leave cubes sorted and written responses in place for Task 6- Part 2*)

Task 6
Classifying, Sorting, and Comparing Sets: Comparing
Part 2 of 2

Domain:	Counting and Cardinality
Cluster:	**Compare numbers.**
Standard:	**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Materials

Cubes, pre-sorted:

- 10 blue cubes
- 2 white cubes
- 3 yellow cubes
- 6 red cubes
- 2 green cubes

Correct Response

Correctly determines:

- Equal: white and green.
- More: blue
- Less: white or green

Task Directions

- After the student has completed Part 1, ask: **"Are any of the groups equal?"**
  - If the student responds, 'yes', then ask: **"Which groups are equal?"**
  - If the student responds, 'no', then reword question to: **"Do any of the groups have the same amount?"** If student still responds no, move onto next question.
- Point to the red group of cubes. Say, **"There are 6 cubes here. Are there any groups with <u>more</u> than 6 cubes in it?"**
- Point to the yellow group of cubes. Say, **"There are 3 cubes here. Are there any groups with <u>less</u> than 3 cubes in it?"**
- *(Note: Students are allowed to use matching, counting, or equal shares strategies to determine whether one group is greater than, less than, or equal to another group. Students should not be <u>prompted</u> to use any of these strategies.)*

Task 6 *(Part 1 of 2)*
Proficiency Rubric

Level I	The student correctly demonstrates 1 of the following: • sorts cubes by given category • counts all 5 groups accurately • writes the correct numeral to represent the final count for each group.
Level II	The student correctly demonstrates 2 of the following: • sorts cubes by given category • counts all 5 groups accurately • writes the correct numeral to represent the final count for each group.
Level III	The student correctly: • sorts cubes by given category • counts all 5 groups accurately • writes the correct numeral to represent the final count for each group.

NOTE: Reversals are not counted incorrect.

Task 6 *(Part 2 of 2)*
Proficiency Rubric

Level I	The student correctly determines none of the comparisons.
Level II	The student correctly determines 1 to 2 of the comparisons.
Level III	The student correctly determines all 3 comparisons: equal, more, and less.

NOTE: If students incorrectly sort, teachers use professional judgment to adjust questions accordingly. (Ex. If a student has only 4 cubes in the blue group, modify the question to "There are 4 cubes here, etc.")

Task 7
Add To-Result Unknown (within 5)

Domain:	Operations and Algebraic Thinking
Cluster:	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
Standard:	**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.

Materials
Counters
Paper & pencil
Student Form
(optional)

Correct Response

5 balloons

NOTE*: If the student does not state "balloons" for the response prompt student by asking "5 what?"*

Uses objects, words, pictures or numbers to solve or show how the problem was solved.

Task Directions

- Provide the materials to the student.
- Say: **"I have a story problem for you to solve. You can use these counters, paper, and pencil to help you."**
- Read the problem to the student: **"Sam has 2 balloons. He got 3 more. How many balloons does Sam have now?**
- Watch the student as the problem is solved. If you are unsure how the problem was solved, or if a student solves the problem in his/her head and only provides the answer ask, **"Show me how you solved this problem?"**

Proficiency Rubric

Level I	The student incorrectly solves the problem **AND** does not use objects, words, pictures, or numbers to show how the problem was solved.
Level II	The student incorrectly solves the problem, but uses objects, words, pictures, or numbers to show how the problem was solved **OR** The student correctly solves the problem, but does not use objects, words, pictures, or numbers to show how the problem was solved.
Level III	The student correctly solves the problem **AND** uses objects, words, pictures, or numbers to show how the problem was solved.

Name _____

Sam has 2 balloons. He got 3 more balloons. How many balloons does Sam have now?

Show your thinking with objects, words, pictures or numbers.

Task 8
Put Together/Take Apart- Total Unknown (within 5)

Domain:	Operations and Algebraic Thinking
Cluster:	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
Standard:	**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.

Materials
Counters
Paper & pencil
Student Form
(optional)

Correct Response

4 buttons

NOTE: *If the student does not state "buttons" for the response prompt student by asking "4 what?"*

Uses objects, words, pictures or numbers to solve or show how the problem was solved.

Task Directions

- Provide the materials to the student.
- Say: **"I have a story problem for you to solve. You can use these counters, paper, and pencil to help you."**
- Read the problem to the student: **"Jill has 3 square buttons and 1 circle button. How many buttons does Jill have?"**
- Watch the student as the problem is solved. If you are unsure how the problem was solved, or if a student solves the problem in his/her head and only provides the answer ask, **"Show me how you solved this problem?"**

Proficiency Rubric

Level I	The student incorrectly solves the problem **AND** does not use objects, words, pictures, or numbers to show how the problem was solved.
Level II	The student incorrectly solves the problem, but uses objects, words, pictures, or numbers to show how the problem was solved **OR** The student correctly solves the problem, but does not use objects, words, pictures, or numbers to show how the problem was solved.
Level III	The student correctly solves the problem **AND** uses objects, words, pictures, or numbers to show how the problem was solved.

Name _____

Jill has 3 square buttons and 1 circle button. How many buttons does Jill have?

Show your thinking with objects, words, pictures or numbers.

Task 9
Take From-Result Unknown (within 5)

Domain:	Operations and Algebraic Thinking
Cluster:	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
Standard:	**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.

Materials
Counters
Paper & pencil
Student Form
(optional)

Correct Response

3 cookies

NOTE: *If the student does not state "cookies" for the response prompt student by asking "3 what?"*

Uses objects, words, pictures or numbers to solve or show how the problem was solved.

Task Directions

- Provide the materials to the student.
- Say: **"I have a story problem for you to solve. You can use these counters, paper, and pencil to help you."**
- Read the problem to the student: **"Dan has 5 cookies. He gave 2 cookies to his mom. How many cookies does Dan have left?"**
- Watch the student as the problem is solved. If you are unsure how the problem was solved, or if a student solves the problem in his/her head and only provides the answer ask, **"Show me how you solved this problem?"**

Proficiency Rubric

Level I	The student incorrectly solves the problem **AND** does not use objects, words, pictures, or numbers to show how the problem was solved.
Level II	The student incorrectly solves the problem, but uses objects, words, pictures, or numbers to show how the problem was solved **OR** The student correctly solves the problem, but does not use objects, words, pictures, or numbers to show how the problem was solved.
Level III	The student correctly solves the problem **AND** uses objects, words, pictures, or numbers to show how the problem was solved.

Name _____

Dan has 5 cookies. He gave 2 cookies to his mom. How many cookies does Dan have left?

Show your thinking with objects, words, pictures or numbers.

Task 10
Identify and Describe 2D Shapes
Part 1 of 2

Domain:	Geometry
Cluster:	**Identify and describe shapes.**
Standard:	**K.G.2** Correctly name shapes regardless of their orientations or overall size.
Cluster:	**Analyze, compare, create, and compose shapes.**
Standard:	**K.G.4** Analyze and compare two-and three -dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.

Materials
Shape cards (cut apart and mixed together)

Correct Response

- Correctly identifies each of the four shapes:
  Card 1: triangle
  Card 2: square
  Card 3: circle
  Card 4: rectangle
- Uses **informal** language to describe each shape, *such as*:
  - Triangle: It has 3 sides. It has 3 vertices (corners, points, angles).
  - Square: It has 4 sides. It has 4 vertices (corners, points, angles). The sides are all the same size. It is a special kind of rectangle.
  - Circle: It is round. It doesn't have straight sides.
  - Rectangle: It has 4 sides. Two sides are long and two are short. It has 4 vertices (corners, points, angles).

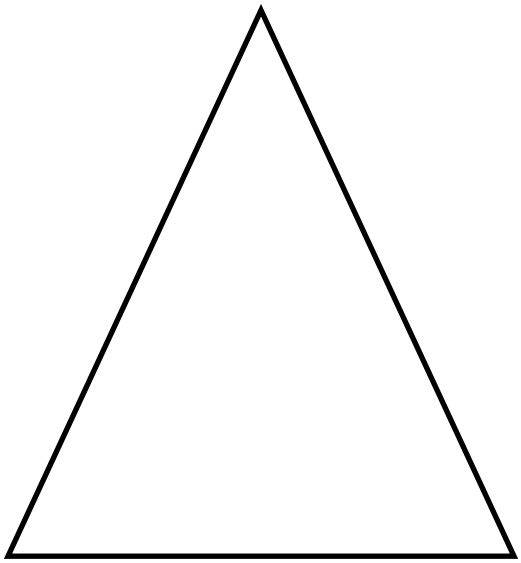
Task Directions

- Show card 1 to the student. Ask, **"What is this shape?"**
- After the student names the shape, ask, **"How do you know it is a [***state student's name for the shape***]?**"
- Repeat with the 3 other shape cards.
- **NOTE**: If a student names the square as a rectangle, prompt with, **"Is there another name for this shape?"**

Proficiency Rubric

Level I	The student correctly names **AND** describes 0-1 of the shapes.
Level II	The student correctly names **AND** describes 2-3 of the shapes.
Level III	The student correctly names all 4 shapes **AND** uses informal language to describe each shape. NOTE: *Student should use informal language to tell number of sides and vertices.*

Task 10 (Part 1)
2D Shapes
(Please cut the cards below apart)



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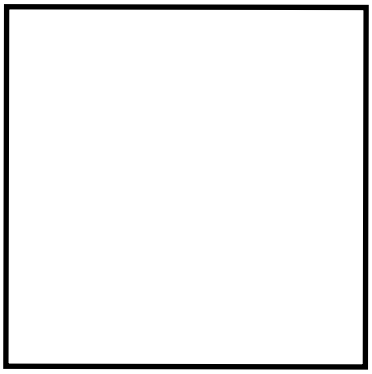

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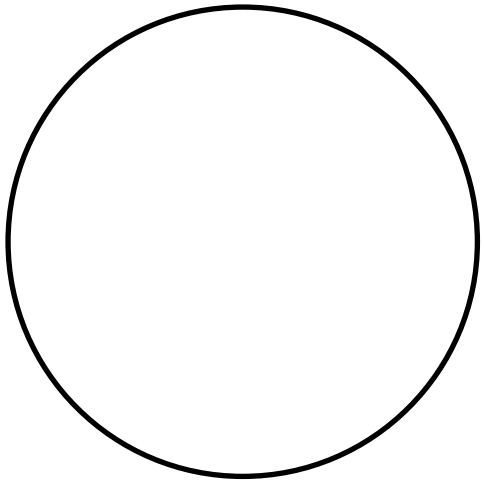

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Task 10
Identify and Describe 2D Shapes
Part 2 of 2

Domain:	Geometry
Cluster:	**Identify and describe shapes.**
Standard:	**K.G.2** Correctly name shapes regardless of their orientations or overall size.
Cluster:	**Analyze, compare, create, and compose shapes.**
Standard:	**K.G.4** Analyze and compare two-and three -dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.

Materials
Shape cards (cut apart)

Correct Response

Responses could include:

Alike:

- They both have straight lines.
- They both have vertices.
- They both have sides.
- They are both 2-d shapes.

Different:

- Hexagon and Square: One has 6 sides, the other has 4. One has 6 vertices, the other has 4.
- Triangle and Rectangle: One has 3 sides, the other has 4. One has 3 vertices, the other has 4.

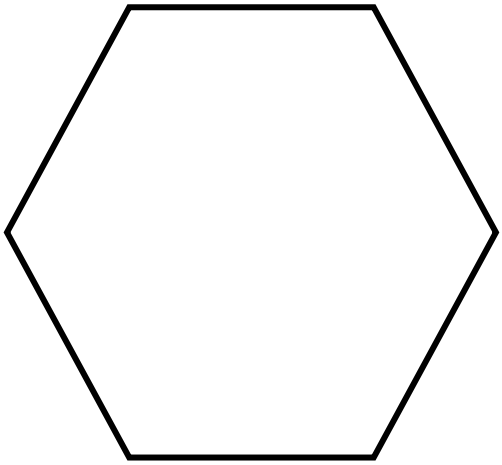
Task Directions

- Show cards 1 and 2 (hexagon and square) to the student. Ask, **"How are these two shapes alike?"**
- Then, ask: **"How are these two shapes different?"**
- Next, show cards 3 and 4 (triangle and rectangle) to the student. Ask, **"How are these two shapes alike?"**
- Then, ask: **"How are these two shapes different?"**

Proficiency Rubric

Level I	The student uses informal language to accurately describe similarities and differences for none of the shape sets.
Level II	The student uses informal language to accurately describe similarities and differences between one set of shapes.
Level III	The student uses informal language to accurately describe similarities and differences between both sets of shapes.

Task 10 (Part 2)
2D Shapes
(Please cut the cards below apart)



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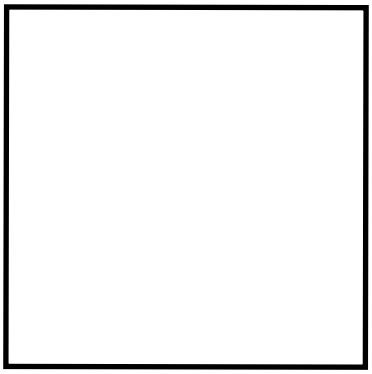

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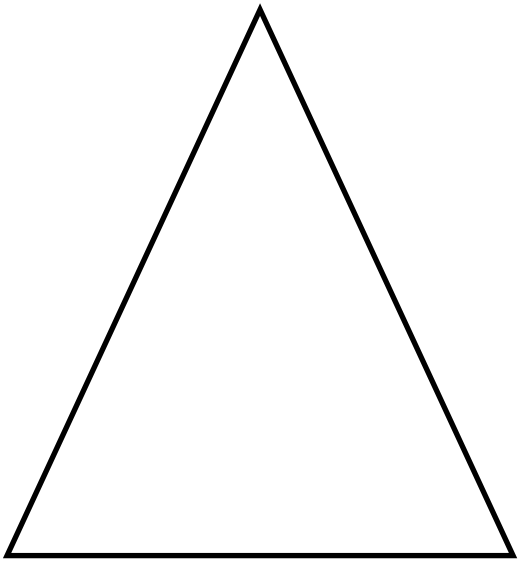

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