Each standard comes with a <u>combination</u> of:

If the standard can be assessed independently, an individual printable assessment is included.
-If the standard can be assessed one-on-one, a reusable assessment sheet is included.
*Many standards include both!

-detailed AND easy to fill-out data sheets

- one-on-one assessment page to laminate and reuse (with teacher directions)

Name: _____
Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.
word   picture

dog ▭▷ _____

dish ▭▷ _____

box ▭▷ _____

pot ▭▷ _____

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.

Name: _____
Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.
word   picture

box ▭▷ _____

pot ▭▷ _____

dog ▭▷ _____

dish ▭▷ _____

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.
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Student Data Sheet
L.K.1c Form regular plural nouns orally by adding /s/ or /es/.
Using the data collected, take notes below.

Student Initials	Can form regular plural nouns in writing	Can form regular plural nouns using /s/ orally	Can form regular plural nouns using /es/ orally

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L.K.1c Form regular plural nouns orally by adding /s/ or /es/.
Read aloud the words associated with each noun. Ask the student to orally change the singular noun you read to a plural noun.

pig

apple

tree

bus

cat

inch

fox

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- an individual assessment (or assessments)

preview snapshots: individual assessments

Name: _____

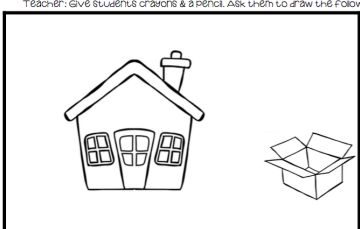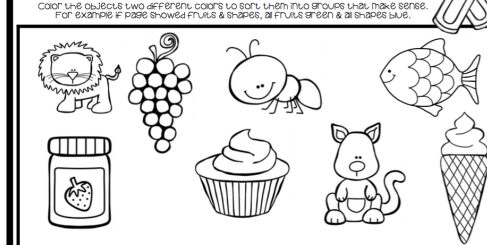Teacher: Give students crayons & a pencil. Ask them to draw the following.

1. Draw two clouds above the house.
2. Draw one tree beside the house.
3. Draw a mouse in the box.
4. Draw a person between the house and the box.
5. Draw car below the box.
6. Draw a cat on the roof of the house.
7. Draw a flower below the house.

L.K.1e Use the most frequently occurring prepositions.

Name: _____

Teacher: Give students crayons & a pencil. Ask them to draw the following.

1. Draw two clouds above the house.
2. Draw one tree beside the house.
3. Draw a mouse in the box.
4. Draw a person between the house and the box.
5. Draw car below the box.
6. Draw a cat on the roof of the house.
7. Draw a flower below the house.

L.K.1e Use the most frequently occurring prepositions.
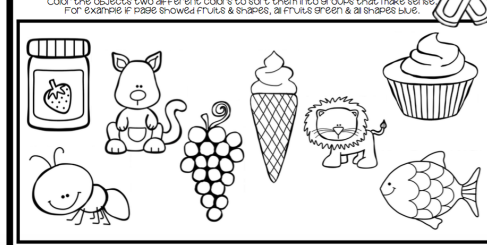

Name: _____

Color the objects two different colors to sort them into groups that make sense. For example if page showed fruits & shapes, all fruits green & all shapes blue.

L.K.2a Sort common objects into categories to gain a sense of the concepts the categories represent.

Name: _____

Color the objects two different colors to sort them into groups that make sense. For example if page showed fruits & shapes, all fruits green & all shapes blue.
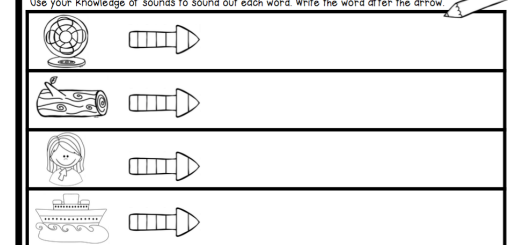
L.K.2a Sort common objects into categories to gain a sense of the concepts the categories represent.
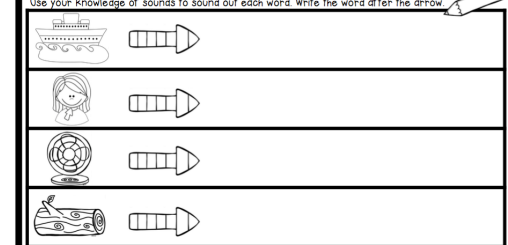

Name: _____ **Sound It Out 3**

Use your knowledge of sounds to sound out each word. Write the word after the arrow.

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Name: _____ **Sound It Out 3**

Use your knowledge of sounds to sound out each word. Write the word after the arrow.

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Name: _____

Teacher: Identify the word associated with each picture below and ask the student to write the letter that matches the beginning sound.

L.K.2c Write a letter or letters for most consonant & short-vowel sounds.

Name: _____

Teacher: Ask students to color all the periods- green, exclamation points- yellow, & the question marks- purple.

L.K.2b Recognize & name end punctuation.

Name: _____

Teacher: Ask students to color all the periods- green, exclamation points- yellow, & the question marks- purple.

L.K.2b Recognize & name end punctuation.

Name: _____

Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.

word   picture

dog _____
dish _____
box _____
pot _____

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.

Name: _____

Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.

word   picture

box _____
pot _____
dog _____
dish _____
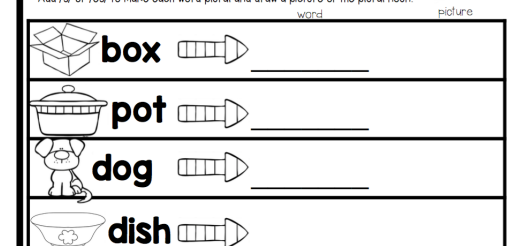
L.K.1c Form regular plural nouns orally by adding /s/ or /es/.

preview snapshots: one-on-one assessments

L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent.

Ask the student to point to the objects that belong in the same group and what objects belong in another group. *There are essentially 3 different groups. Questions to ask: How are these groups different? Is there another way you could group these items?

peas

soda

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L.K.4a Identify new meanings for familiar words & apply them accurately.

one-by-one identify the picture in each box and ask the student if they know another meaning for this word. If they can correctly identify the new meaning, then ask them to use the "new meaning" word in a sentence. For example, wave: as in when you wave "hi" and wave: the kind you see at the beach.

sale - sail	see - sea
mail - male	night - knight
toe - tow	one - won

Print, Laminate, & Reuse

L.K.1e Use the most frequently occurring prepositions.

Using the picture below, ask students to describe the position of the objects in the picture. E.g., Where is the cat? The cat is sitting on top of the table.

Print, Laminate, & Reuse

L.K.4b Use the most frequently occurring inflections & affixes as a clue to the meaning of an unknown word.

one-by-one identify the word in BLACK, then ask students what happens to that word when the inflection/affix in red is added to it. Possible questions to ask: How does this change the word? What does it mean? What is the difference?

unhappy	**re**cycle
dog**s**	help**ful**
play**ed**	care**less**

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.

Read aloud the words associated with each noun. Ask the student to orally change the singular noun you read to a plural noun.

pig	apple
tree	bus
cat	inch
fox	

Print, Laminate, & Reuse

L.K.2a Capitalize the first word in a sentence & the pronoun "I".

Read the sentences aloud. Ask the student what mistakes they see in each sentence. Provide the student with a blank piece of paper and ask them to rewrite the sentence(s) you choose.

my dog is brown.

i like to eat chips.

dan and i will go soon.

she is really cool.

my dad and i can swim fast.

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preview snapshots: data sheets

Small-Group Student Data Sheet
Date:

RF.K.4 Read emergent-reader texts with purpose & understanding.

During small-group reading activities, take notes below.

Student Initials	Reads emergent-reader text with Purpose	Reads emergent-reader texts with understanding	Additional Notes

Student Data Sheet

SL.K.4 Describe familiar people, places, things, & events & with prompting & support, provide additional detail.

During a discussion while conducting a read aloud or after information is presented, take notes below.

Student Initials	Describes familiar people, places, things, & events	With prompting & support can provide additional detail

Student Data Sheet

W.K.8 With guidance & support from adults, explore a variety of digital tools to produce & publish writing, including collaboration with peers.

Using the data collected, take notes below.

Student Initials	Can recall information from experiences to answer a question in writing	Can gather information from provided sources to answer a question in writing

Student Data Sheet

L.K.1b Use frequently occurring nouns & verbs.

Using the data collected, take notes below.

Student Initials	Can identify a noun	Uses frequently occurring nouns	Can identify a verb	Uses frequently occurring verbs

Student Data Sheet

SL.K.6 Speak audibly & express thoughts, feelings, & ideas clearly.

During a discussion while conducting a read aloud or after information is presented, take notes below.

Student Initials	Speaks audibly	Expresses thoughts clearly	Expresses feelings clearly	Expresses ideas clearly

Student Data Sheet

L.K.1a Print many upper- and lowercase letters.

Using the data collected, take notes below.

Student Initials	BOY # OF LETTERS WRITTEN CORRECTLY		MOY # OF LETTERS WRITTEN CORRECTLY		EOY # OF LETTERS WRITTEN CORRECTLY	
	UPPERCASE letters	lowercase letters	UPPERCASE letters	lowercase letters	UPPERCASE letters	lowercase letters

preview snapshots: growth binder pages

RL.K.5 Recognize common types of texts.

B Date: / /
can recognize:
○ fiction   ○ nonfiction   ○ poems
○ letters   ○ lists
Notes:

M Date: / /
can recognize:
○ fiction   ○ nonfiction   ○ poems
○ letters   ○ lists
Notes:

E Date: / /
can recognize:
○ fiction   ○ nonfiction   ○ poems
○ letters   ○ lists
Notes:

⭐5

RF.K.3 Know & apply grade-level phonics and word analysis skills in decoding words.

B Date: / /
RF.K.3b Associate the long & short sounds with the common spellings for the five major vowels.
short a · short e · short i · short o · short u
long a · long e · long i · long o
Notes:

M Date: / /
RF.K.3b Associate the long & short sounds with the common spellings for the five major vowels.
short a · short e · short i · short o · short u
long a · long e · long i · long o · long u
Notes:

E Date: / /
RF.K.3b Associate the long & short sounds with the common spellings for the five major vowels.
short a · short e · short i · short o · short u
long a · long e · long i · long o · long u
Notes:

⭐26

high-frequency words!
RF.K.3c Read common high-frequency words by sight.

20	
19	
18	
17	
16	
15	
14	
13	
12	
11	
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

B   M   E

Students track their own growth!

RL.K.8 With prompting & support, identify the reasons an author gives to support points in a text.

B Date: / /
○ can identify 1 supporting reason
○ can identify 2 supporting reasons
○ can identify 3+ supporting reasons
Notes:

M Date: / /
○ can identify 1 supporting reason
○ can identify 2 supporting reasons
○ can identify 3+ supporting reasons
Notes:

E Date: / /
○ can identify 1 supporting reason
○ can identify 2 supporting reasons
○ can identify 3+ supporting reasons
Notes:

⭐17

RL.K.10 Actively engage in group reading activities with purpose & understanding.
*fictional/narrative text.

B Date: / /
○ actively engages in group reading activities with purpose
○ actively engages in group reading activities with understanding
Notes:

M Date: / /
○ actively engages in group reading activities with purpose
○ actively engages in group reading activities with understanding
Notes:

E Date: / /
○ actively engages in group reading activities with purpose
○ actively engages in group reading activities with understanding
Notes:

⭐9

I can identify UPPERCASE letters!
RF.K.1d Recognize & name all upper- & lowercase letters of the alphabet.

26	
25	
24	
23	
22	
21	
20	
19	
18	
17	
16	
15	
14	
13	
12	
11	
10	
9	
8	
7	
6	
5	
4	
3	
2	
1	

B   M   E

Each standard comes with a combination of:

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-If the standard can be assessed one-on-one, a reusable assessment sheet is included.
*Many standards include both!

- one-on-one assessment page to laminate and reuse (with teacher directions)

-detailed AND easy to fill-out data sheets

Which group has less?

Name:_____

Color the group of items in each box that has less.

K.CC.C.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.

Which group has less?

Name:_____

Color the group of items in each box that has less.

K.CC.C.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.

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Student Data Sheet

K.CC.C.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.

Using the data collected, take notes below.

Student Initials	Can identify whether a group of items is greater than another	Can identify whether a group of items is less than another	Can identify whether a group of items is equal to another

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- an individual assessment (or assessments)

K.CC.C.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.

Ask the student to identify whether the group on TOP if greater than, less than, or equal to the group on the BOTTOM.

ERASER ERASER ERASER ERASER

ERASER ERASER ERASER ERASER ERASER

ERASER ERASER ERASER

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preview snapshots: individual assessments

Writing Numbers

Name:_____

Starting at 0, write numbers up to 20.   *Tracing numbers are given to help students practice.

0	1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

Writing Numbers

Name:_____

Starting at 0, write numbers up to 20.   *Tracing numbers are given to help students practice.

0	1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
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Which group has MORE?

Name:_____

Color the group of items in each box that has more.

K.CC.C.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.

Which group has MORE?

Name:_____

Color the group of items in each box that has more.

K.CC.C.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.
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Write an equation to match each picture

Name:_____

K.OA.A.1 Represent addition & subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Write an equation to match each picture

Name:_____

K.OA.A.1 Represent addition & subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
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Counting Forward 3

Name:_____

*Although this standard should be tested orally, you may choose to have students practice writing numbers forward as well.

Count forward from each number. Write the numbers that follow the number in the box.

66 →
44 →
80 →

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 0).

Counting Forward 3

Name:_____

*Although this standard should be tested orally, you may choose to have students practice writing numbers forward as well.

Count forward from each number. Write the numbers that follow the number in the box.

80 →
66 →
44 →

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 0).
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Representing Numbers 2

Name:_____

For each group of items, write the number of items below it.

K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.
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Name:_____

Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.

word   picture

dog _____
dish _____
box _____
pot _____

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.

Name:_____

Add /s/ or /es/ to make each word plural and draw a picture of the plural noun.
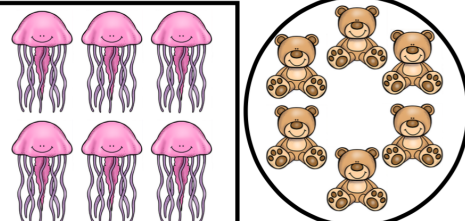
word   picture

box _____
pot _____
dog _____
dish _____

L.K.1c Form regular plural nouns orally by adding /s/ or /es/.
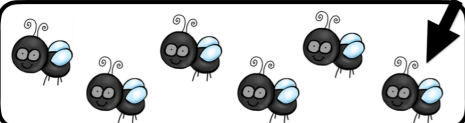©2016 The Kinder Life

preview snapshots: one-on-one assessments

K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

Ask the student to count each group of items and then ask him/her how many items are in each group.

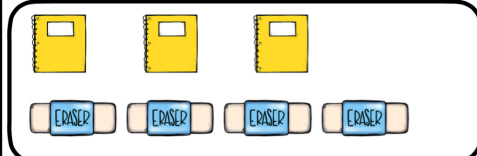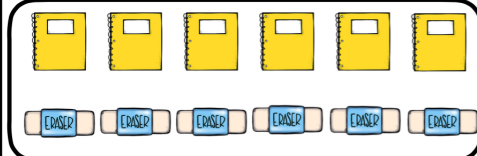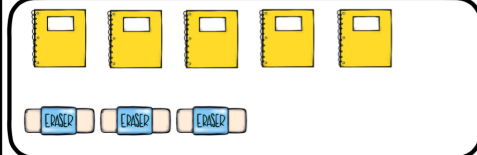Count the items starting from here.

*This is an assessment that relates to the standard and will give you some information about your student, but to TRULY assess this standard: Take a number of items and ask the student to count them and tell you "how many?" several times- rearranging the SAME items each time.

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K.CC.C.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.

Ask the student to identify whether the group on TOP if greater than, less than, or equal to the group on the BOTTOM.

ERASER ERASER ERASER ERASER

ERASER ERASER ERASER ERASER ERASER ERASER
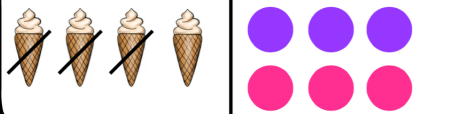
ERASER ERASER ERASER

Print, Laminate, & Reuse

K.OA.A.1 Represent addition & subtraction w/ objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Ask the student to answer the following questions.

Using objects, show me…

| 3+6 | 7-5 |

Using words, explain what is happening.

Can you act out the following situations?

| 2+2 | |

Print, Laminate, & Reuse

K.OA.A.2 Solve addition & subtraction word problems, & add & subtract within 10.

Ask the student to use objects to represent the following equations.

4+1	3+3	1+9	4+5
3+4	2+1	6+3	4+0
10+0	7+1	1+1	8+2
8-4	7-1	10-5	5-4
2-0	3-2	1-1	6-3
9-8	6-4	8-6	5-5

Print, Laminate, & Reuse

K.G.A.1 Describe objects in the environment using names of shapes, & describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Ask the student to describe the items on the picture below.

Questions to ask- What shapes do you see? What objects and things do you see? Where are these objects and things located?

Print, Laminate, & Reuse

L.K.2a Capitalize the first word in a sentence & the pronoun "I".

Read the sentences aloud. Ask the student what mistakes they see in each sentence. Provide the student with a blank piece of paper and ask them to rewrite the sentence(s) you choose.

my dog is brown.

i like to eat chips.

dan and i will go soon.

she is really cool.

my dad and i can swim fast.

Print, Laminate, & Reuse

preview snapshots: data sheets

Student Data Sheet
K.G.B.5 Model shapes in the world by building shapes from components & drawing shapes.
Using the data collected, take notes below.

Student Initials	can model shapes in the world by building shapes from components	can model shapes in the world by drawing shapes

Student Data Sheet (EOY)
K.CC.A.1 Count to 100 by ones and by tens.
Using the data collected, take notes below.

Student Initials	EOY: can count by ones to...	can count to 100 by ones	can count to 100 by tens	BONUS EOY: can count to... by 5s	by 2s

Student Data Sheet
K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Using the data collected, take notes below.

Student Initials	needs assistance counting forward	can count forward from a given number with 50%+ accuracy	can count forward with accuracy & confidence

Student Data Sheet
K.G.A.2 Correctly name shapes regardless of their orientation or overall size.
Using the data collected, take notes below.

Student Initials	needs assistance to correctly name shapes regardless of their orientation or size	correctly names shapes regardless of their orientation or size w/ 50% accuracy	correctly names shapes regardless of their orientation or size w/ confidence

Student Data Sheet
K.G.A.3 Identify shapes as two-dimensional or three-dimensional.
Using the data collected, take notes below.

Student Initials	needs assistance identifying 2D shapes	identifies 2D shapes w/ confidence	needs assistance identifying 3D shapes	identifies 3D shapes w/ confidence

Student Data Sheet (2D)
K.G.B.4 Analyze & compare two- & three-dimensional shapes, in different sizes & orientations, using informal language to describe their similarities, differences, parts, & other attributes.
Using the data collected, take notes below.

Student Initials	can analyze & compare 2D shapes in different sizes & orientations using informal language to describe similarities	can analyze & compare 2D shapes in different sizes & orientations using informal language to describe differences	can analyze & compare 2D shapes in different sizes & orientations using informal language to describe their parts & other attributes

preview snapshots: growth binder pages

K.OA.A.5 Fluently add & subtract within 5.

B — Date: / /
- can **add** within 5 with assistance
- can **add** within 5 with fluency
- can **subtract** within 5 with assistance
- can **subtract** within 5 with fluency

Notes:

M — Date: / /
- can **add** within 5 with assistance
- can **add** within 5 with fluency
- can **subtract** within 5 with assistance
- can **subtract** within 5 with fluency

Notes:

E — Date: / /
- can **add** within 5 with assistance
- can **add** within 5 with fluency
- can **subtract** within 5 with assistance
- can **subtract** within 5 with fluency

Notes:

16

K.CC.A.1 Count to 100 by ones & by tens.

B — Date: / /
- Can currently **count** by ones to: [ ]
- can **count** to 100 by ones
- can **count** to 100 by tens

Notes:

M — Date: / /
- Can currently **count** by ones to: [ ]
- can **count** to 100 by ones
- can **count** to 100 by tens

Notes:

E — Date: / /
- Can currently **count** by ones to: [ ]
- can **count** to 100 by ones
- can **count** to 100 by tens

Notes:

1

I can count by ONES!
K.CC.A.1 Count to 100 by ones & by tens.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Color the number you counted to in the BOY the same color you choose to color the "B" oval. When you are tested MOY, color the additional numbers you counted to the same color that you choose to color the "M". Do the same for the EOY.

B M E

K.OA.A.1 Represent addition & subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

B — Date: / /
- can represent **addition** with objects and/or fingers
- can represent **addition** with drawings
- can represent **addition** with expressions and/or equations
- can represent **addition** with mental images, sounds, and/or acting out situations
- can represent **addition** with verbal explanations

Notes:

M — Date: / /
- can represent **addition** with objects and/or fingers
- can represent **addition** with drawings
- can represent **addition** with expressions and/or equations
- can represent **addition** with mental images, sounds, and/or acting out situations
- can represent **addition** with verbal explanations

Notes:

E — Date: / /
- can represent **addition** with objects and/or fingers
- can represent **addition** with drawings
- can represent **addition** with expressions and/or equations
- can represent **addition** with mental images, sounds, and/or acting out situations
- can represent **addition** with verbal explanations

Notes:

10

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

B — Date: / /
- can **describe** the length of objects
- can **describe** the weight of objects
- can **describe** several measurable attributes of a single object

Notes:

M — Date: / /
- can **describe** the length of objects
- can **describe** the weight of objects
- can **describe** several measurable attributes of a single object

Notes:

E — Date: / /
- can **describe** the length of objects
- can **describe** the weight of objects
- can **describe** several measurable attributes of a single object

Notes:

19

I can fluently add & subtract NUMBERS!
K.OA.A.5 Fluently add & subtract within 5.

+0 +1 +2 +3 -0 -1 +5 +4 -2 -3 -4 -5

Color the addition/subtraction facts you knew fluently in the BOY the same color you choose to color the "B" oval. When you are tested MOY, color the additional addition/subtraction facts you knew fluently the same color that you choose to color the "M" oval. Do the same for the EOY.

B M E