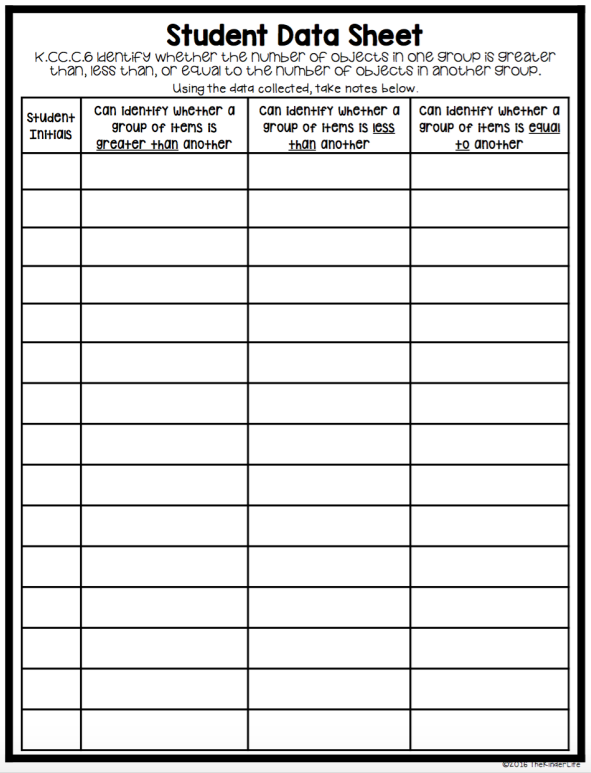
Each standard comes with a combination of:

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



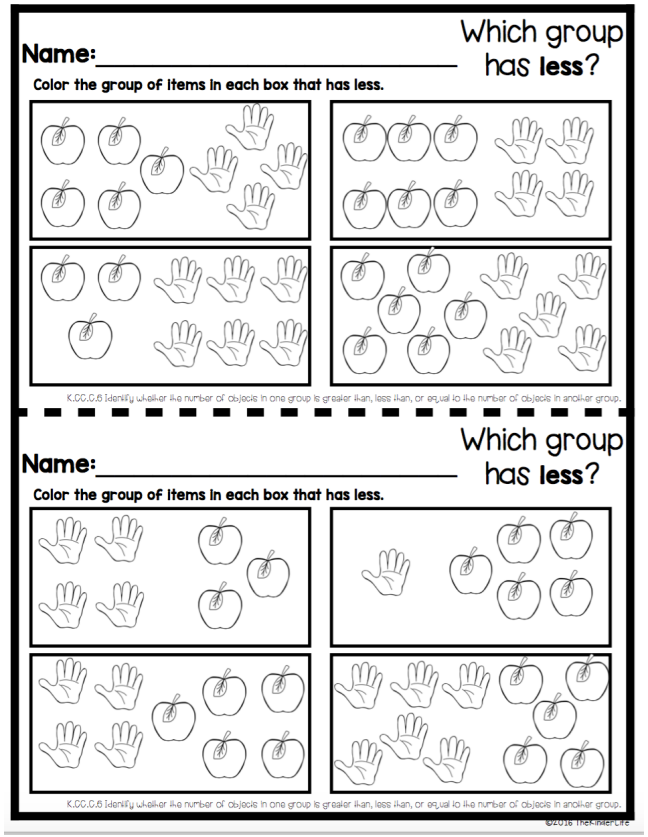
Student Data Sheet

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

- an individual assessment (or assessments)



Name:_____ Which group has **less**?

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

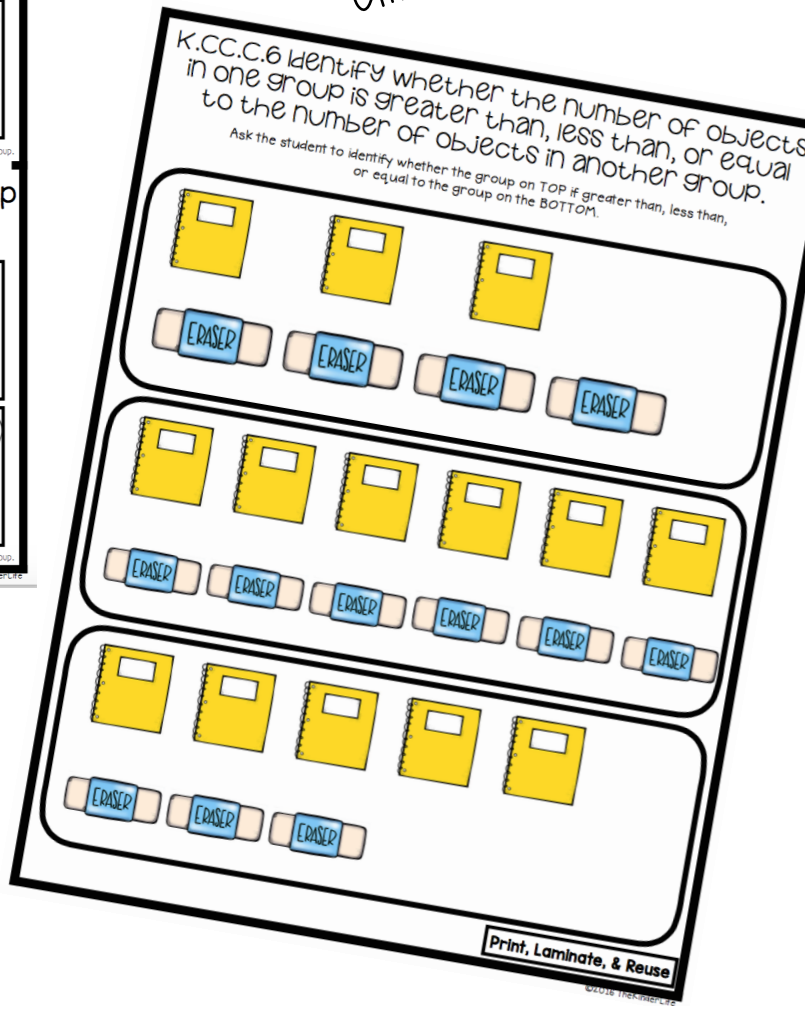
K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

Name:_____ Which group has **less**?

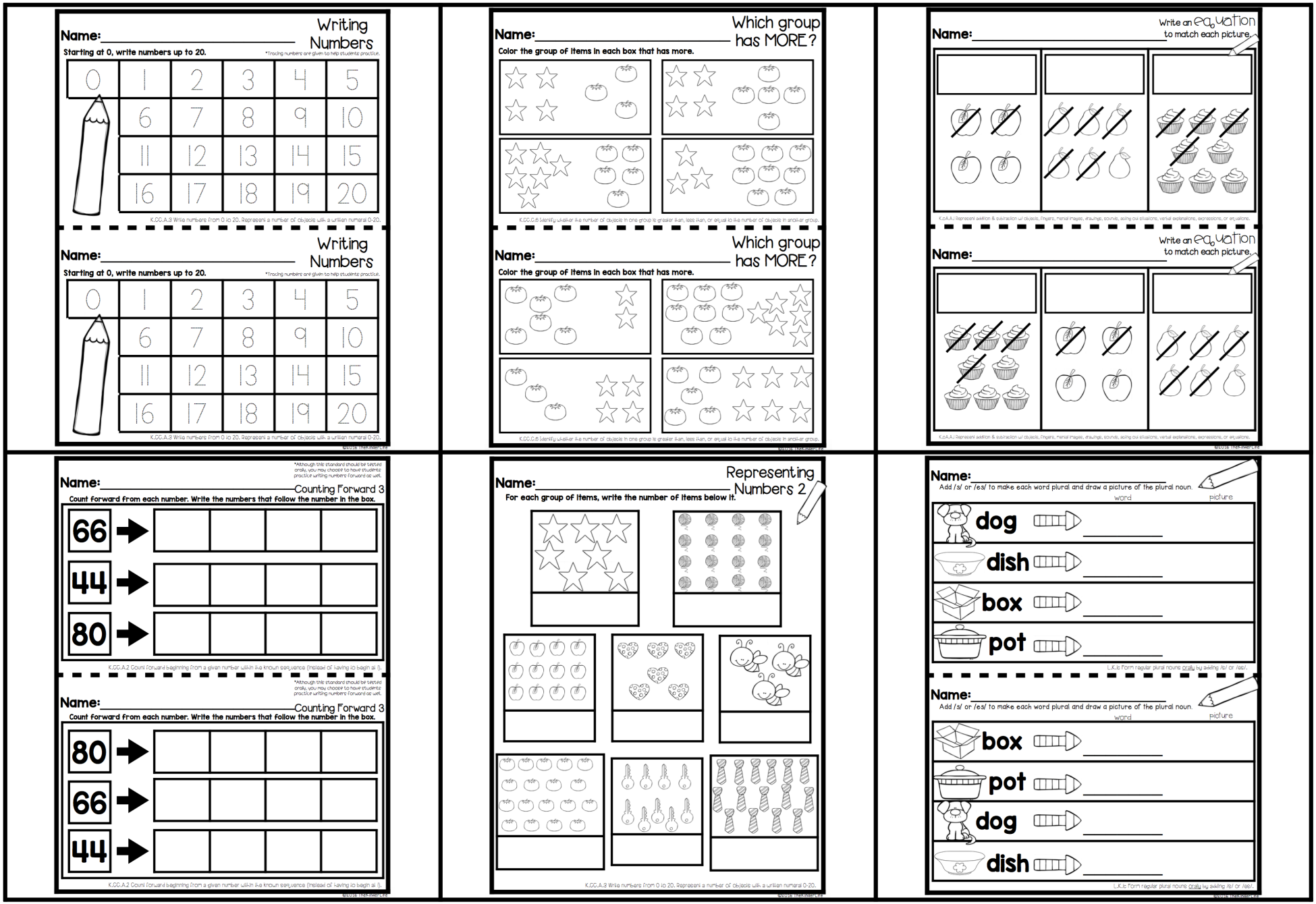
Color the group of items in each box that has less.

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.

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



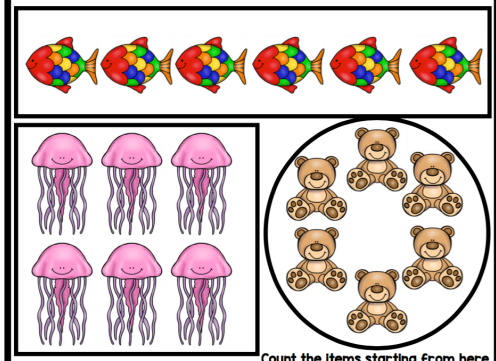
preview snapshots: individual assessments



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.

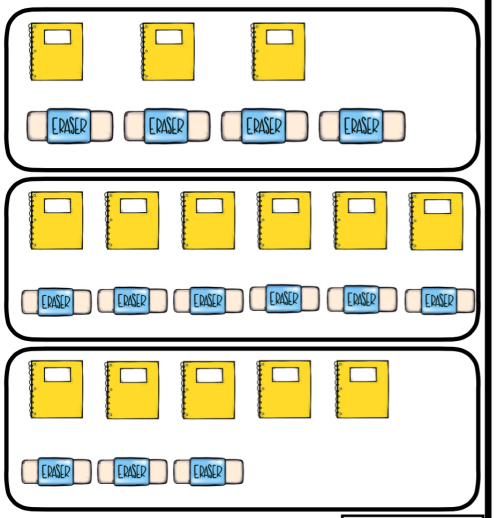


*This is an assessment that relates to the standard and will give you some information about your student, but to TRULY assess this standard: Take a number of items and ask the student to count them and tell you "how many?" several times- rearranging the SAME items each time.

Print, Laminate, & Reuse

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.



Print, Laminate, & Reuse

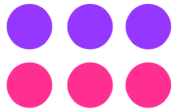
K.OA.A.1 Represent addition & subtraction w/ objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

Ask the student to answer the following questions.

Using objects, show me...

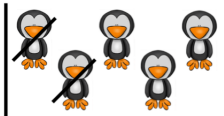
3+6	7-5

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 **subtract** within 5 with assistance
- ◯ can **add** within 5 with fluency
- ◯ can **subtract** within 5 with fluency

Notes:

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

Notes:

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

Students track their own growth!

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

-1 -0 +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