

2010-11 TUSD Comp. Math KG Pretest

Tucson Unified School District

Instructions: This test packet includes two sets of materials: 1) the assessment flipbook, and 2) the ATI grading sheet. **In addition, you may need other testing material as called for by the individual questions.** To determine what extra materials are needed (i.e.: pencil, paper, manipulative), read through the assessment. Before the assessment begins, confirm that you have enough testing materials for each student in your class.

If a student is absent the day of an assessment and your district is allowing makeup tests, the assessment flipbook and grading sheet may be used at a later date.

Each assessment will be administered to one student at a time using the assessment flip book and a scannable ATI grading sheet for each student. It will take approximately 15 to 20 minutes per child for a 35 item assessment.

Have the student sit opposite from you, the teacher (i.e.: on the other side of a table). The first page has the instructions. As you flip each page, the back of the cover sheet will have teacher directions for that question as well as the scoring rules for that question, while the front of the next page has a prompt for the student or will state "Please listen to the teacher." Present the question to the student and record their response on the grading sheet. For the majority of the items, you will record a "1" if they mastered the skill and a "0" if they did not. If there is any deviation from this, it will be explained in the scoring rules for that question.

Do not let the students write in the assessment flipbook nor on the grading sheet.

Once the assessment period is over, close the flipbook and collect the grading sheet. Hand in or scan the student grading sheets. Also, hand in the flipbook for proper disposal.



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2010-11 TUSD Comp. Math KG Pretest

- 1) Say: *How many blocks do you see? Say the number and write it on the board.*

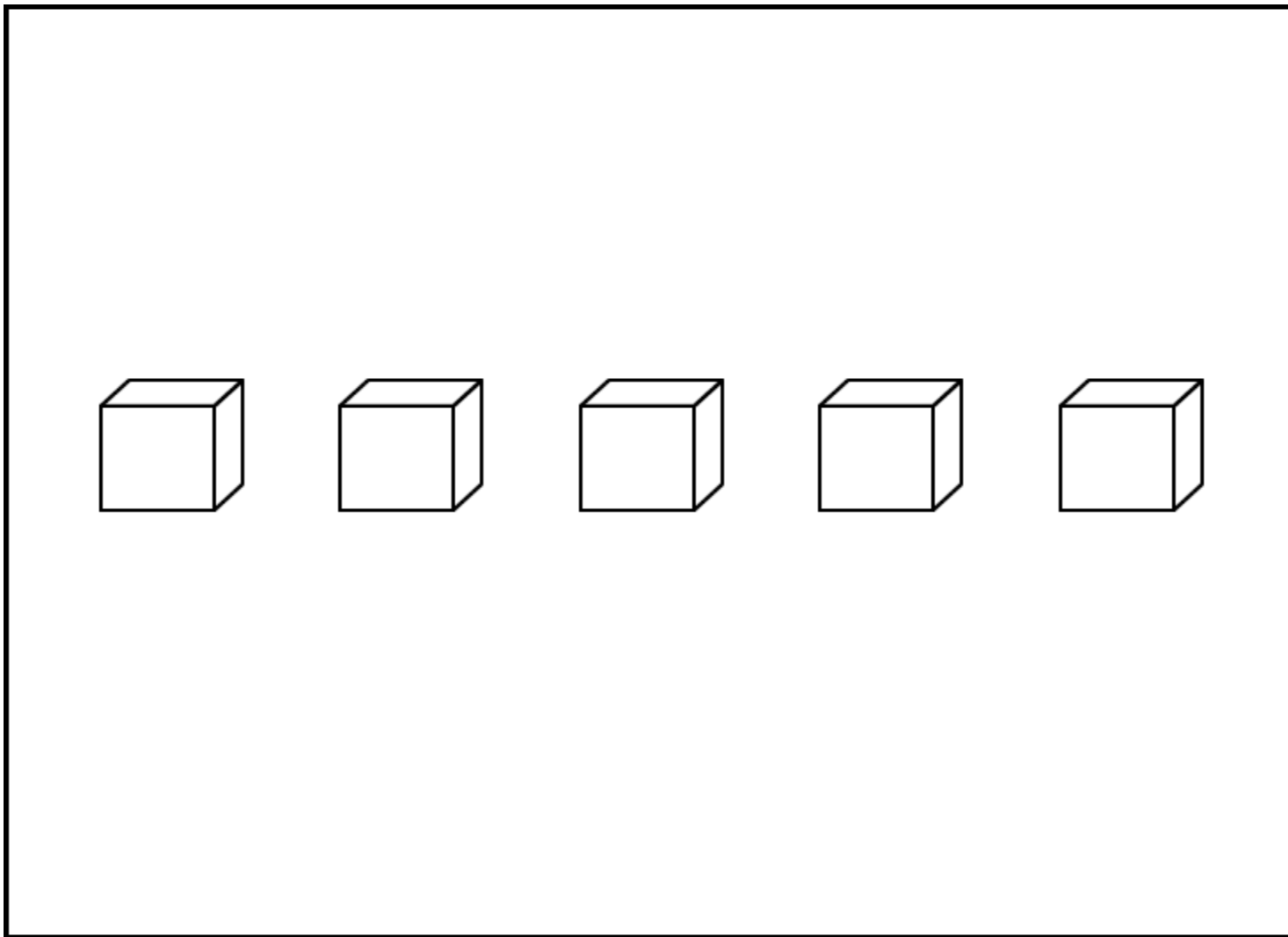
Student will correctly say the number 5 and write the numeral 5 on the board.

Record a score of 1 point for saying the number named correctly and 1 point for writing it correctly. 2 points total.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

1)



2010-11 TUSD Comp. Math KG Pretest

2) Point to each number.

Say: *What number is this?*

Student will correctly name 4 numbers between 0 and 20 (3, 7, 4, 1)

Record a score of 1 point for each number they identify correctly. Total of 4 points

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

2)

3	7
4	1

2010-11 TUSD Comp. Math KG Pretest

3) Say: *Start at 0 and count up. Stop at 15.*

The student will count without skipping numbers. The student will begin and end at the numbers given by the test administrator.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

3)

**Please listen
to teacher.**

2010-11 TUSD Comp. Math KG Pretest

- 4) Say: *Start at 1 and count up. Stop at 20.*

The student will count without skipping numbers. The student will begin and end at the numbers given by the test administrator.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

4)

**Please listen
to teacher.**

2010-11 TUSD Comp. Math KG Pretest

- 5) Show the student the numbers.

Say: Which number is 1 less than 2?

The student will point to the 1.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

5)

<p>1</p>	<p>3</p>
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2010-11 TUSD Comp. Math KG Pretest

- 6) Show the student the numbers.

Say: Which number is 1 more than 9?

The student will point to the 10.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

6)

8

10

2010-11 TUSD Comp. Math KG Pretest

7) Show the student the numbers.

Say: *Which number is greater?*

The student will identify 19 as greater than 7.

Record a score of 1 if the student is able to identify the correct answer. Record a score of 0 if the student is not able to identify the correct answer.

2010-11 TUSD Comp. Math KG Pretest

7)

19

7

2010-11 TUSD Comp. Math KG Pretest

8) Show the student the numbers.

Say: *Which number is greater?*

The child will correctly identify 18 is greater than 8.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

8)

<p>8</p>	<p>18</p>
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2010-11 TUSD Comp. Math KG Pretest

- 9) Point to the word "Start"

Say: Look at the picture. If you start here, point to the shape that is FOURTH.

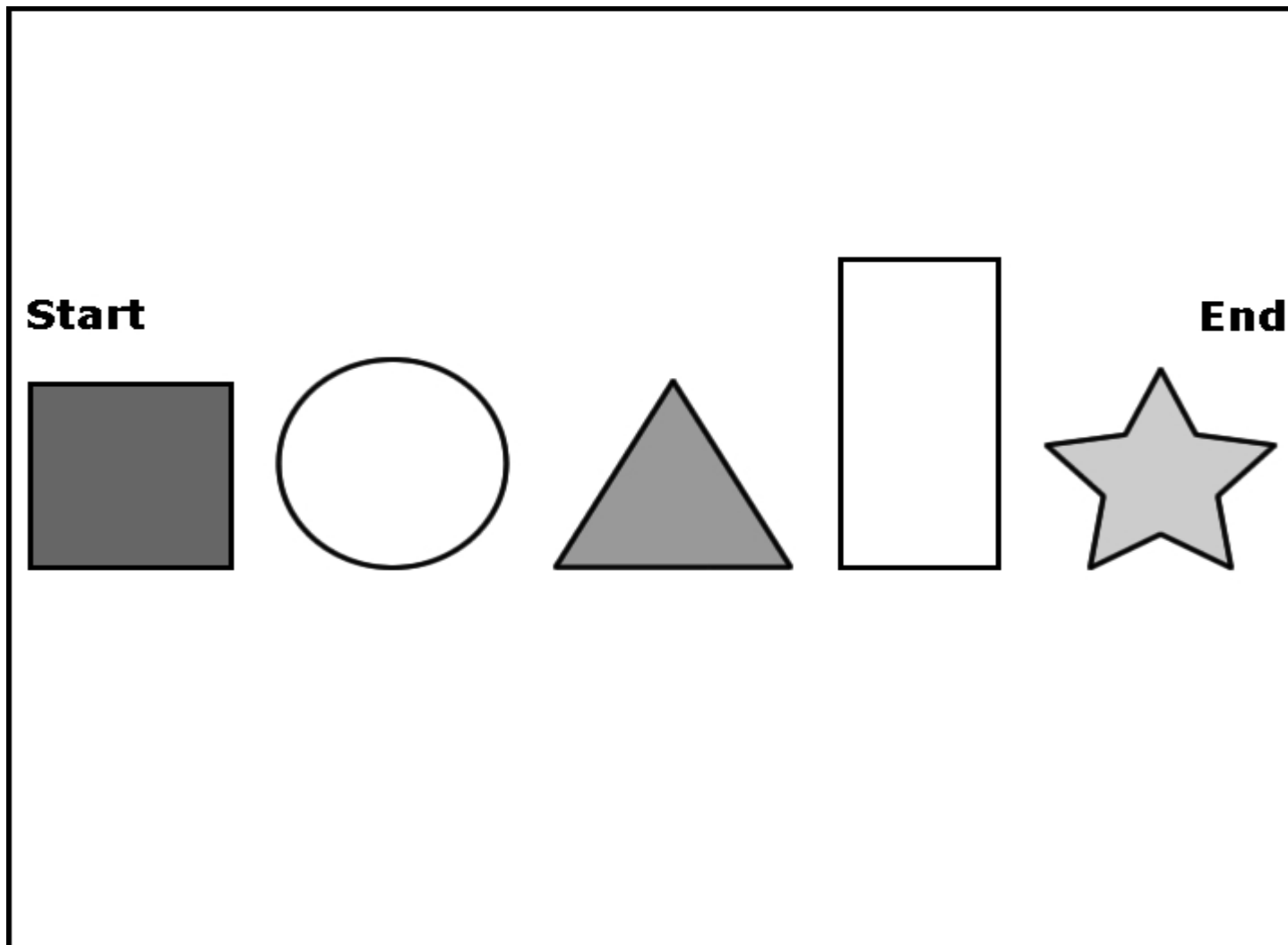
The student will point to the rectangle.

Record a score of 1 if the student is able to identify the correct answer. Record a score of 0 if the student is not able to identify the correct answer.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

9)



2010-11 TUSD Comp. Math KG Pretest

- 10) Say: *Sally was third in line. Which number shows third?*

The student will identify the 3rd.

Record a score of 1 if the student is able to identify the correct answer. Record a score of 0 if the student is not able to identify the correct answer.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

10)

3rd	1st
2nd	4th

2010-11 TUSD Comp. Math KG Pretest

11) Say: *Listen to this word problem.*

Betty had six marbles. She lost two.

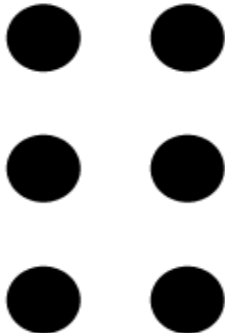


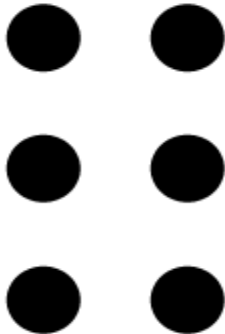


Point to the picture that shows how you would find out how many marbles Betty has now.

The student will indicate the bottom box to solve the word problem.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

11)

2010-11 TUSD Comp. Math KG Pretest

12) Say: *Listen to this word problem.*

Mrs. Jones had 5 flowers in her garden. Then 3 more grew. How many flowers does she have now?





Point to the picture that shows how you would find out how many flowers Mrs. Jones has now.

The student will point to the upper box or say indicate adding is the correct answer.

Record a score of 1 if the student is able to identify the correct answer. Record a score of 0 if the student is not able to identify the correct answer.

2010-11 TUSD Comp. Math KG Pretest

12)

	+	
	-	

2010-11 TUSD Comp. Math KG Pretest

13) Say: *Which symbol means to add more?*

The student will identify the addition sign.

Record a score of 1 if the student answer the question correctly. Record a score of 0 if the student is unable to answer the question correctly. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

13)

$=$	$+$
$-$	a

2010-11 TUSD Comp. Math KG Pretest

14) Give the student 20 counters.

Say: Count out 4 and put them in front of you.

Say: Count out 3 more and put them in front of you.

Say: How many counters are in front of you?

The student will be given a set of uniform counters and asked to model the problem.

The student will correctly follow the directions given and provide the sum of the counters.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

14)

**Please listen
to teacher.**

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- 15) *Say: Tell me a story where you have to take away 1 from 2.*

The student will tell a story that includes subtracting 1 from 2 to get 1 of some object.

Record a score of 1 if the student is able to tell a story with the correct subtraction problem. Record a score of 0 if the student is not able to tell a story with the correct subtraction problem.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

15)

**Please listen
to teacher.**

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- 16) *Say: Tell me a story where you have to take away 3 from 8.*

The student will tell a story that includes subtracting 3 from 8 to get 5 of some object.

Record a score of 1 if the student is able to tell a story with the correct subtraction problem. Record a score of 0 if the student is not able to tell a story with the correct subtraction problem.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

16)

**Please listen
to teacher.**

2010-11 TUSD Comp. Math KG Pretest

- 17) *Say: Look at the pretzels. Is the number of pretzels closer to 0, 5, 10, or more than 10?*

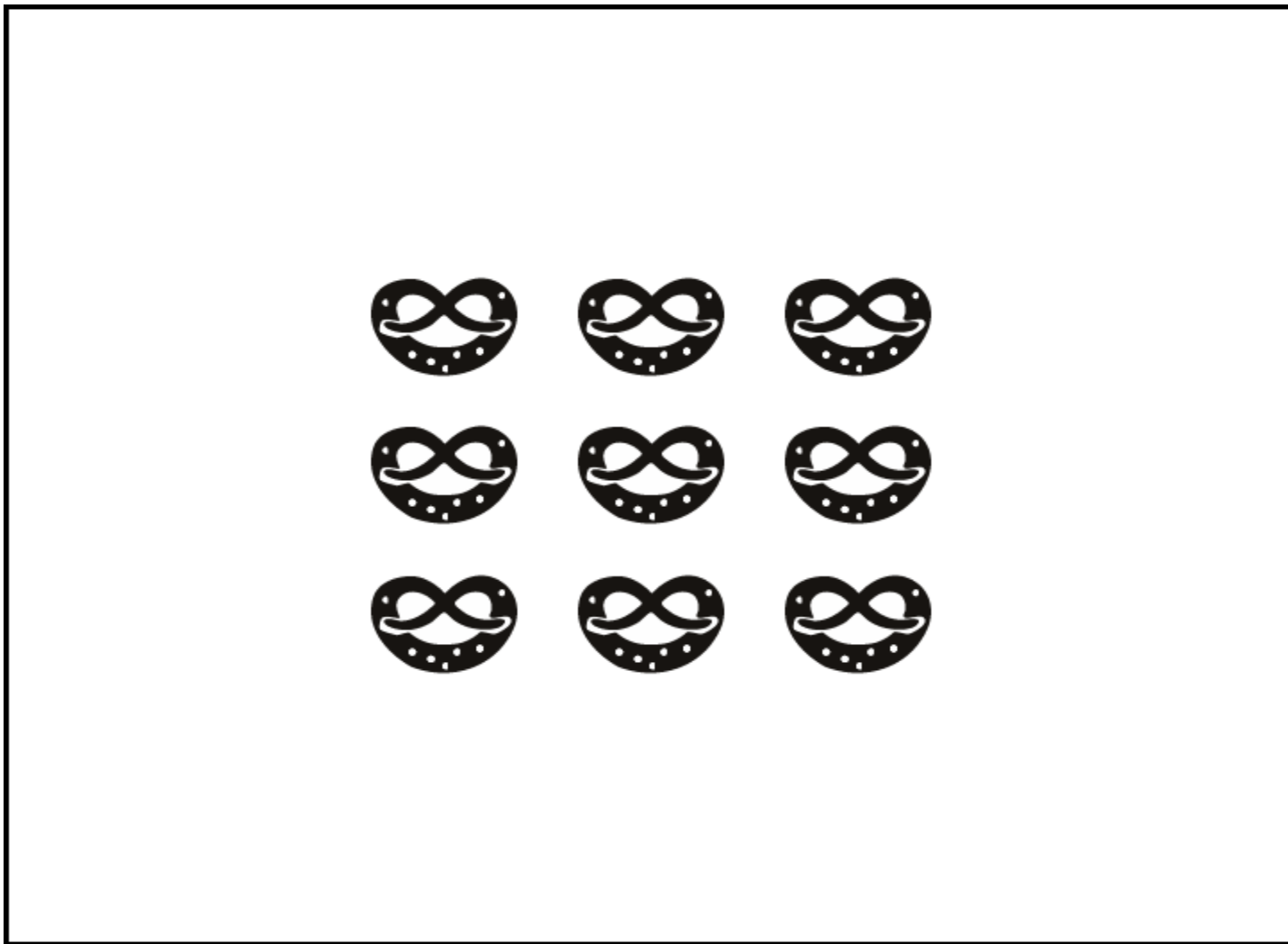
The student will say the number of pretzels is closer to 10.

Record a score of 1 if the student is able to identify the correct answer. Record a score of 0 if the student is not able to identify the correct answer.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

17)



2010-11 TUSD Comp. Math KG Pretest

- 18) *Say: Look at the keys. Is the number of keys closer to 0, 5, 10, or more than 10?*

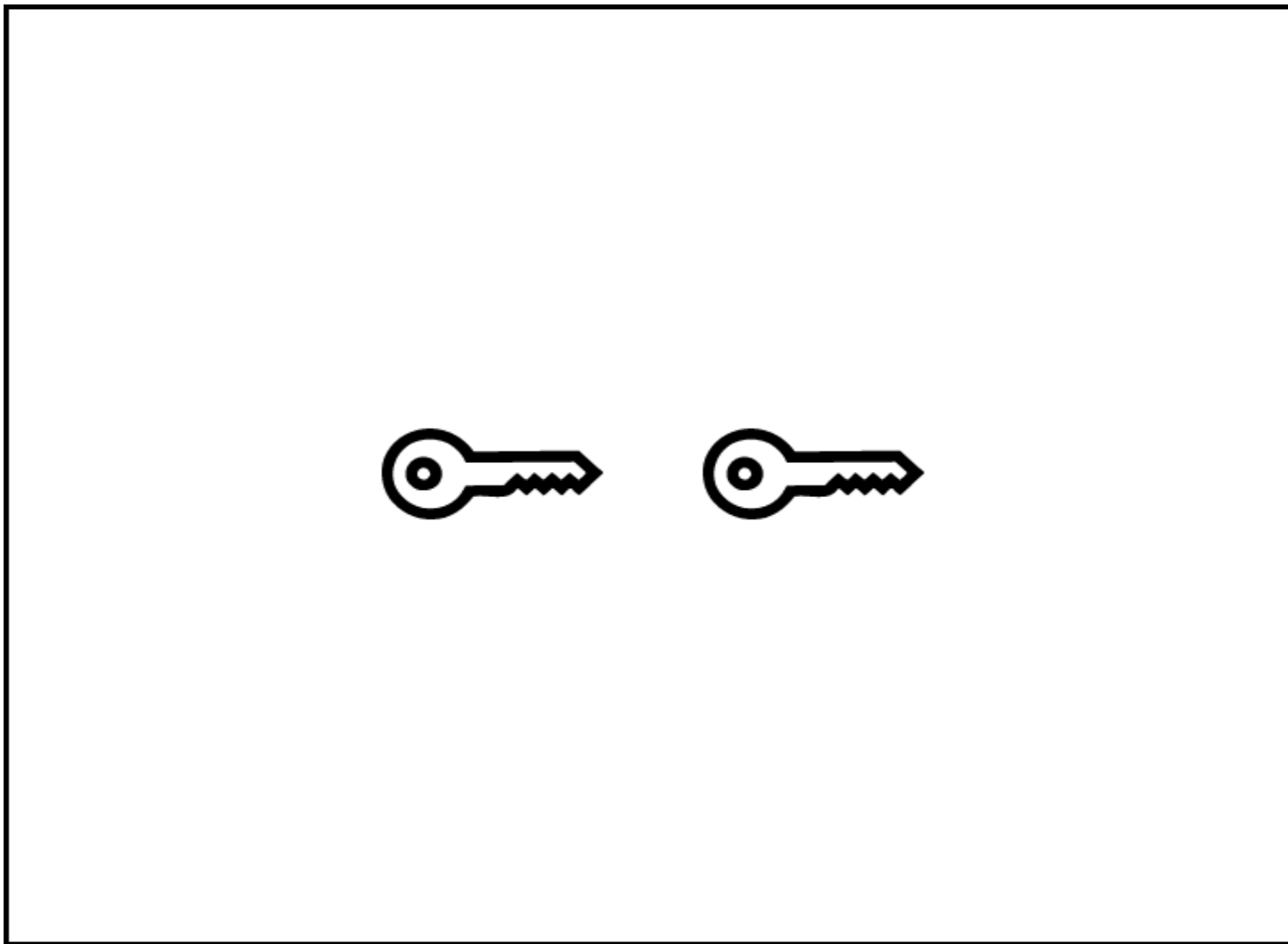
The student will say the number of keys is closer to 0.

Record a score of 1 if the student is able to identify the correct answer. Record a score of 0 if the student is not able to identify the correct answer.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

18)



2010-11 TUSD Comp. Math KG Pretest

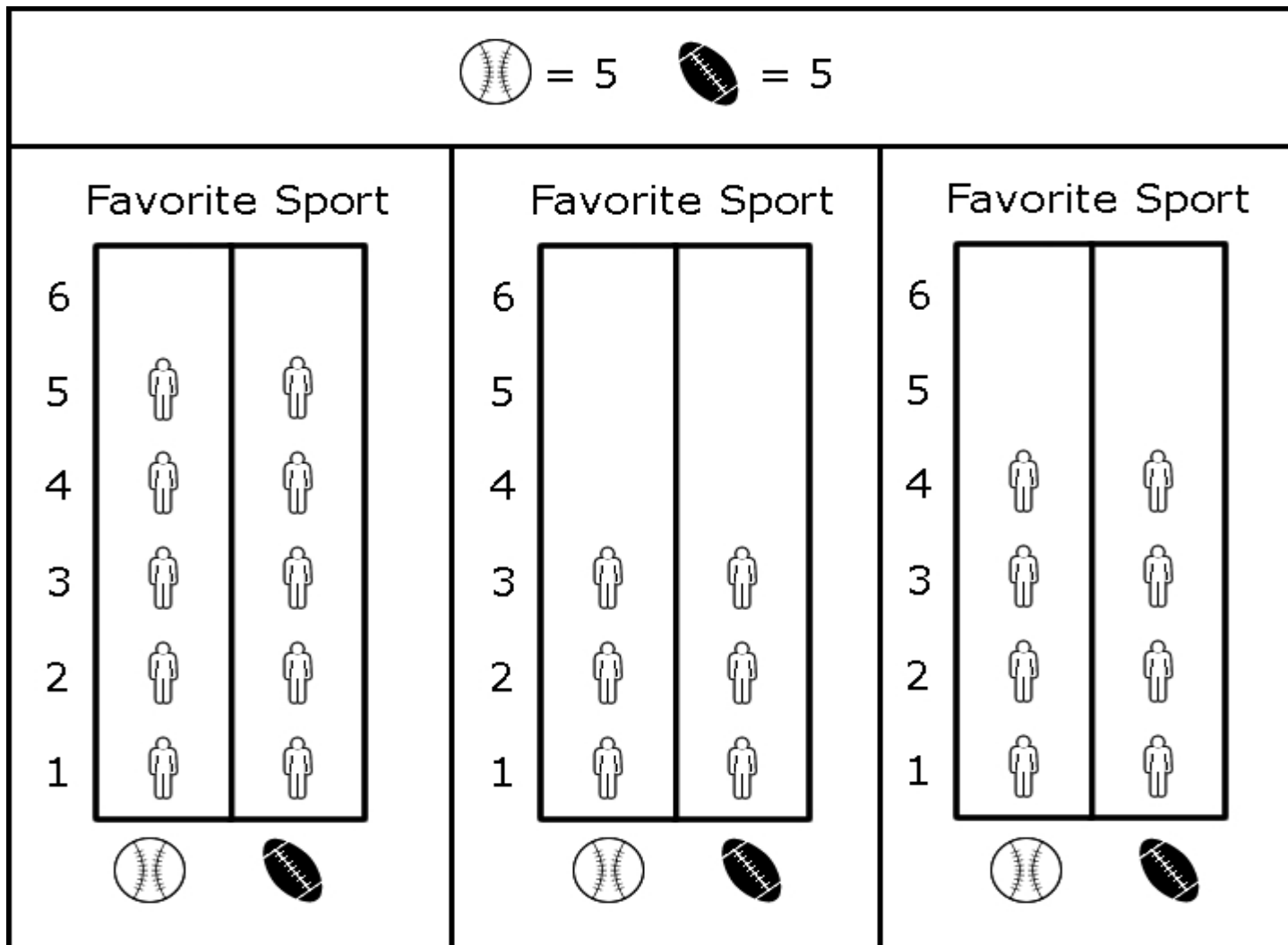
- 19) *Say: Five students picked baseball and five students picked football as their favorite sports. Which graph is right?*

The student will identify the graph on the left as correct.

Record a score of 1 if the student answer the question correctly. Record a score of 0 if the student is unable to answer the question correctly. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

19)



2010-11 TUSD Comp. Math KG Pretest




20) *Say: Three students saw fish, Four students saw frogs, and two students saw seahorses. Which graph is right?*








































The student will identify the graph in the middle as correct.

Record a score of 1 if the student answer the question correctly. Record a score of 0 if the student is unable to answer the question correctly. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

20)

 = 3  = 4  = 2

Animals	Animals	Animals
    	   	  
   	    	   
  	  	    
 = 1	 = 1	 = 1

2010-11 TUSD Comp. Math KG Pretest

21) Say: *This graph shows what kindergarteners use to write their ABCs.*




Which do the kindergarteners write with the most?

The student will identify the correct answer as pencils.


Record a score of 1 if the student answer the question correctly. Record a score of 0 if the student is unable to answer the question correctly. Be sure to leave the item blank if it is not attempted.


21)


What Kindergarteners Use to Write Their ABCs

crayon	
pencil	
pen	

Key

 = 1

 = 1

 = 1

2010-11 TUSD Comp. Math KG Pretest

22) *Say: This graph shows kindergarteners' favorite animals.*




Which kind of animals do the kindergarteners like least?




Students should say or point to bears to receive 1 point.

Students should receive 0 points if they say or point to any other animal. Be sure to leave the item blank if it is not attempted.

22)

Kindergarteners' Favorite Animals

monkeys	
bears	
butterflies	

Key	
	= 1
	= 1
	= 1

2010-11 TUSD Comp. Math KG Pretest

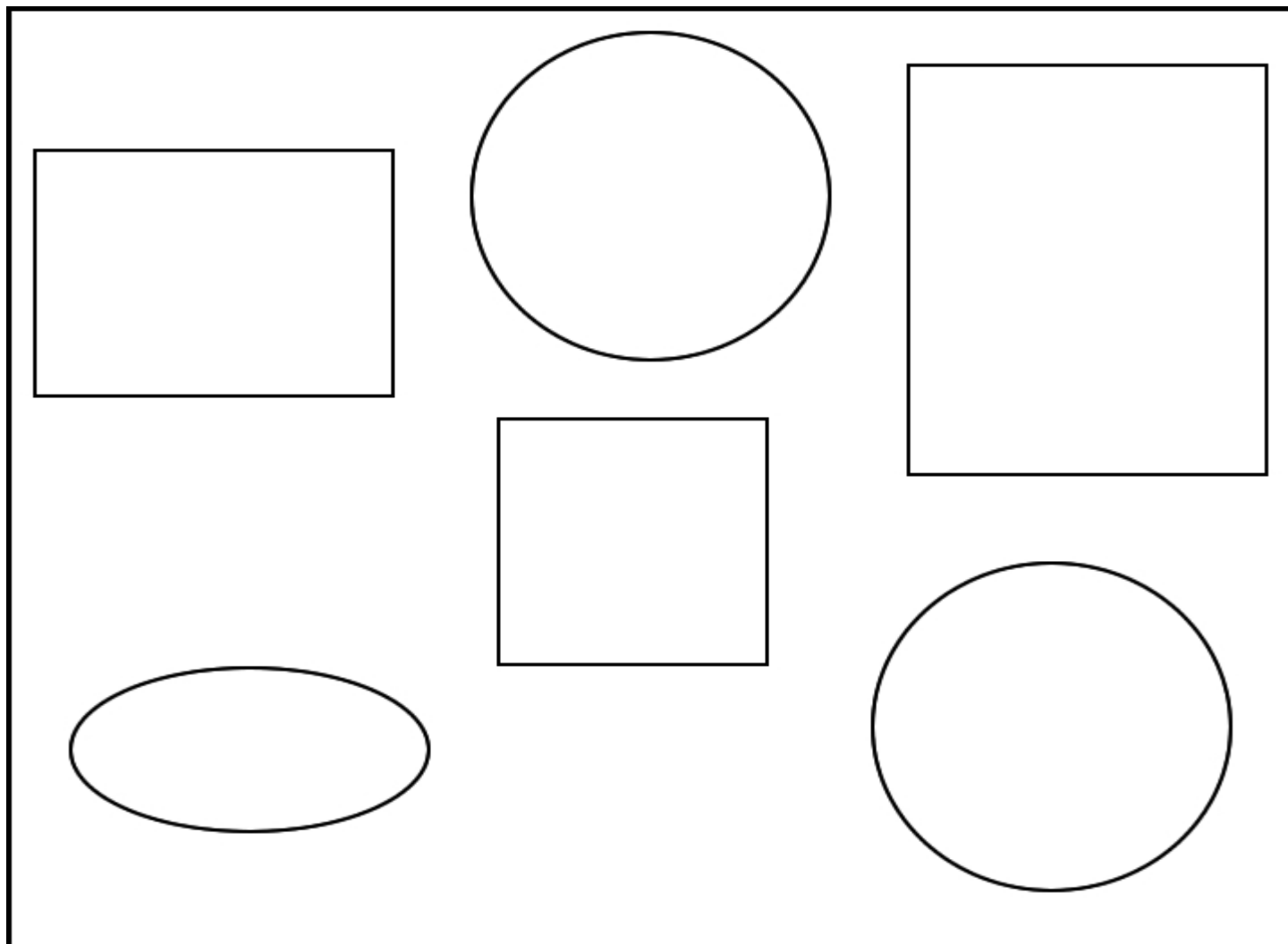
- 23) *Say: I am going to show you a picture of some objects. I want you to tell me how to sort them into two groups. Point to the objects that you would put in one group. (Pause.) Now point to the objects that you would put in the other group.*

The student will sort the objects two groups: 4-sided and elliptical objects.

Record a score of 1 if the student correctly sorts the objects. Record a score of 0 if the student is unable to sort the objects. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

23)



2010-11 TUSD Comp. Math KG Pretest

24) Say: *This is group 1.*

Point to group 1.

Say: *This is group 2.*

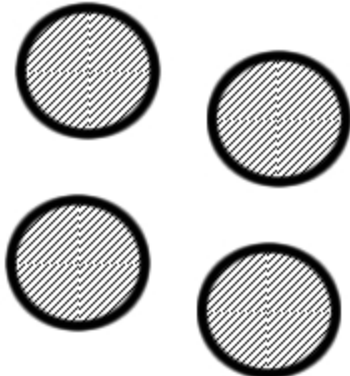
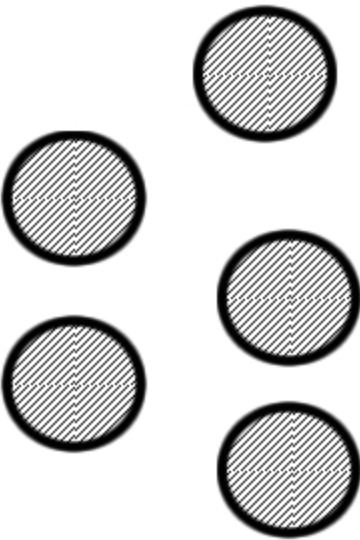
Point to group 2.

Say: *Does group 2 have more than, less than, or the same number of circles as group 1?*

The student will indicate that group 2 has more.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

24)

Group 1	Group 2
	

2010-11 TUSD Comp. Math KG Pretest

25) *Provide student with a pile of colored tiles.*

Say: Create a pattern using 4 colors.

The student will create a pattern.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

25)

**Please listen
to teacher.**

2010-11 TUSD Comp. Math KG Pretest

26) *Teacher creates an A B B A B B A B B pattern using the colored tiles.*

Say: Look at this pattern. I would like you to make the same pattern I made using different colors.

Teacher removes pattern.

The student will create the pattern to match the given pattern.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

26)

**Please listen
to teacher.**

2010-11 TUSD Comp. Math KG Pretest

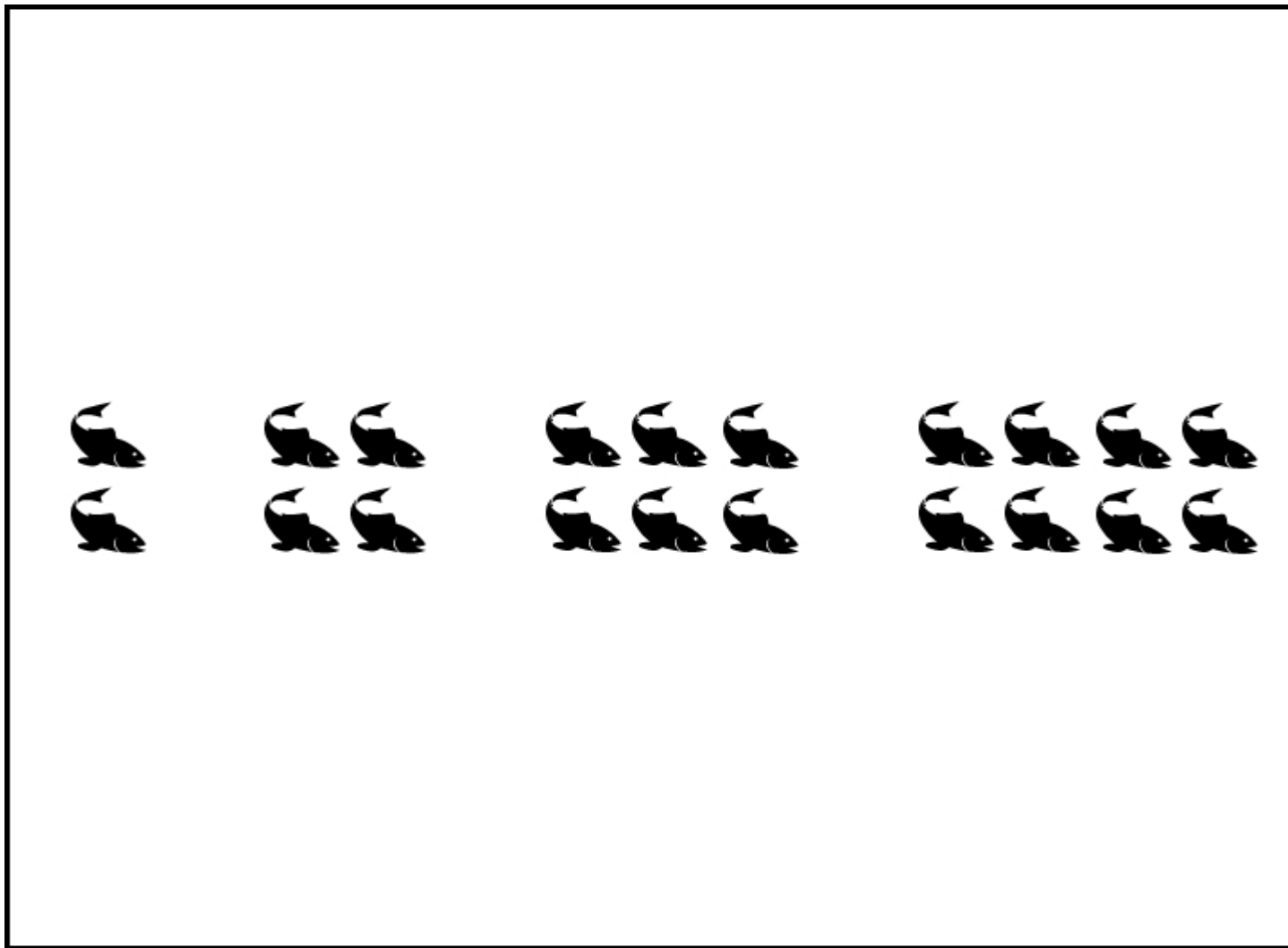
27) *Say: What would come next in the pattern?*

The student will identify the next item in the pattern as 10 fish.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

27)



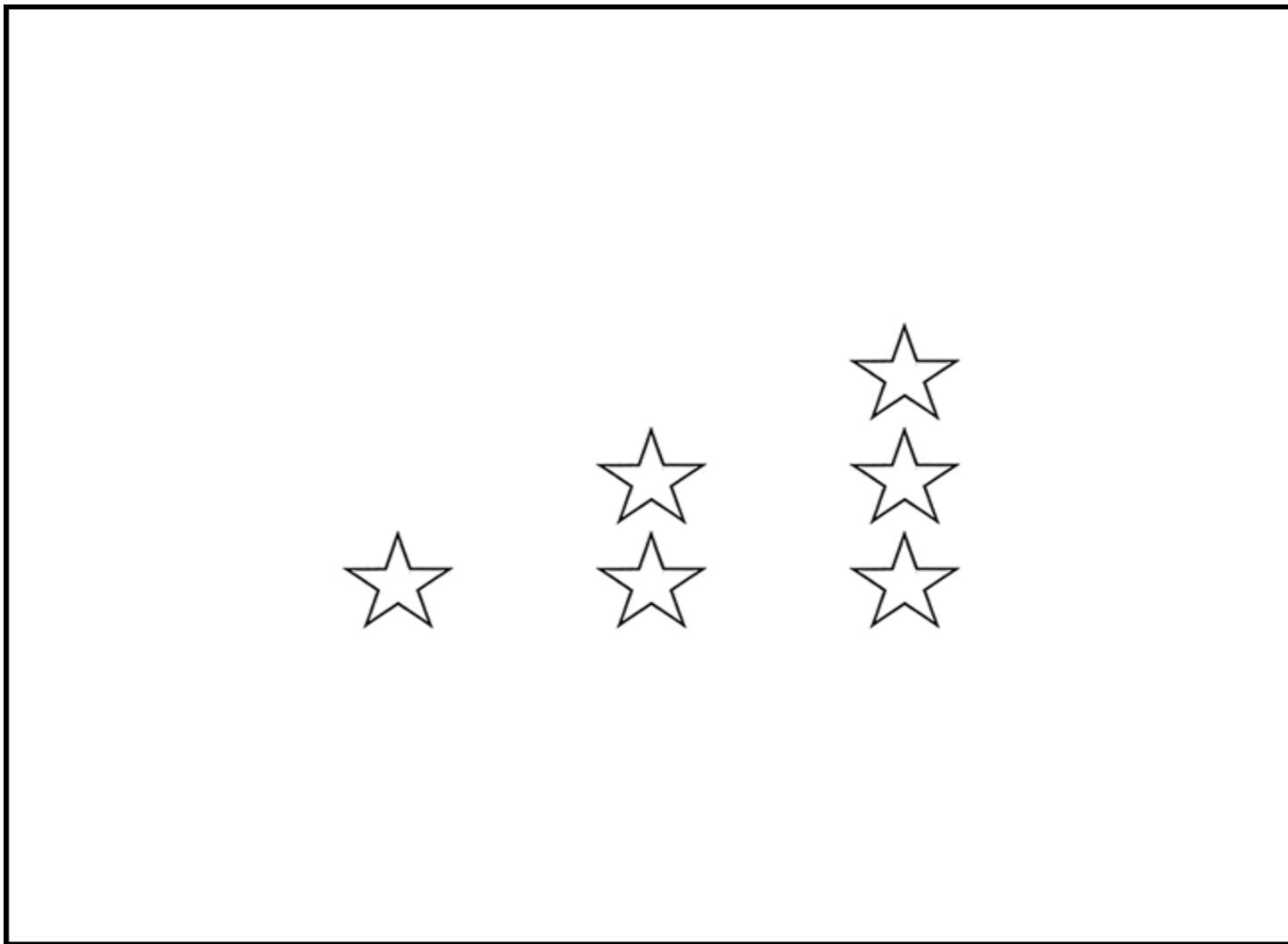
2010-11 TUSD Comp. Math KG Pretest

28) *Say: What would come next in the pattern?*

The student will indicate that there will be 4 stars in the next spot. Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

28)



2010-11 TUSD Comp. Math KG Pretest

29) *Now, look at my addition mat. It shows one way to make 4. (2 + 2)*

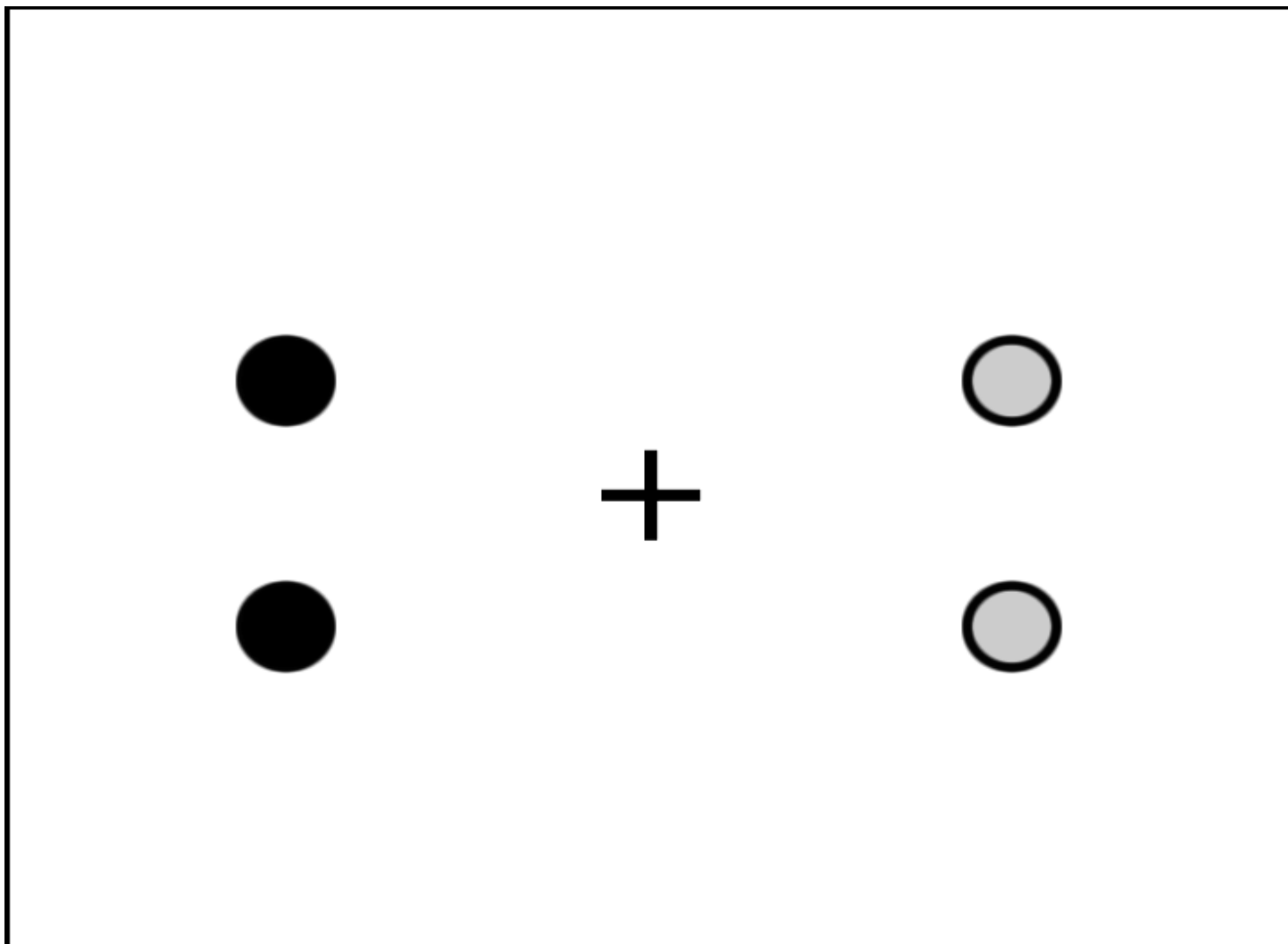
Using your addition mat and the counters, show me another way to make 4.

The student will use the mat and manipulatives provided to construct an equivalent form of the same number.

Record a score of 1 if the student is able to identify use the mat and manipulatives appropriately to construct and equivalent form. Record a score of 0 if the student is not able to use the mat to construct an equivalent form or does not attempt to construct an equivalent form.

Acceptable answers are: $4 + 0$, $3 + 1$, $1 + 3$, $0 + 4$

29)



2010-11 TUSD Comp. Math KG Pretest

30) *Say: The top box shows one way to make 8, $4 + 4$. Point to the box that shows another way to make 8.*

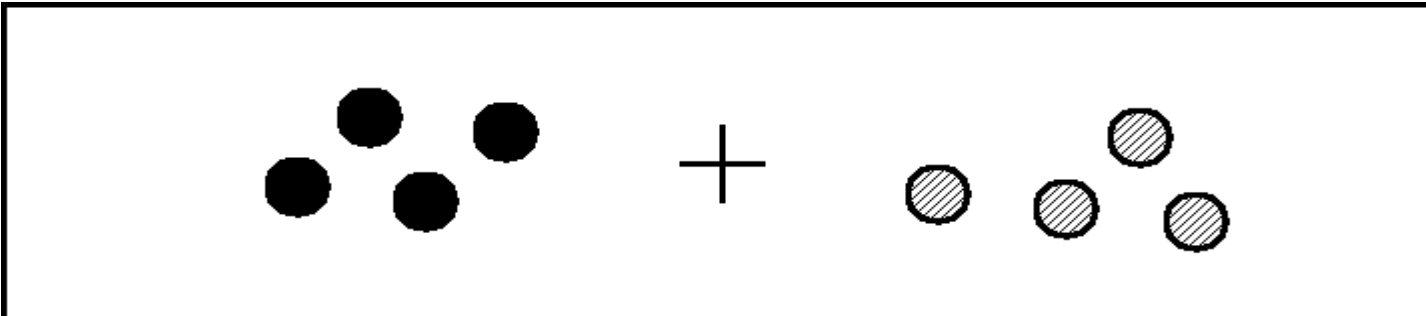
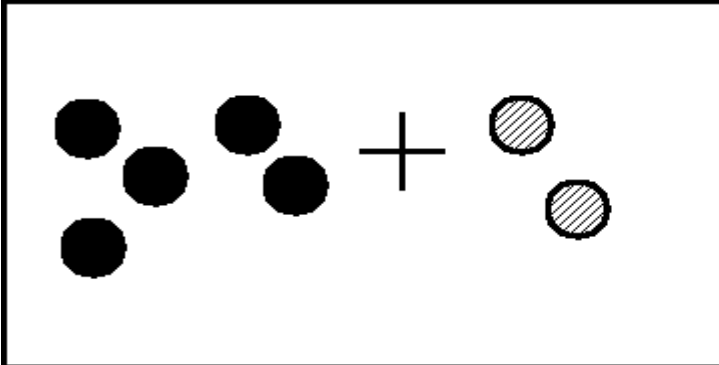
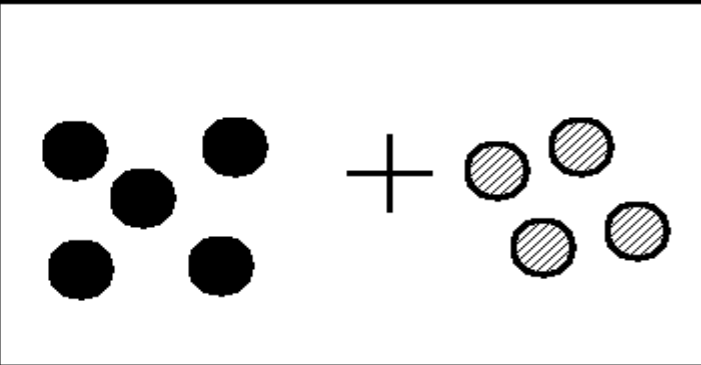
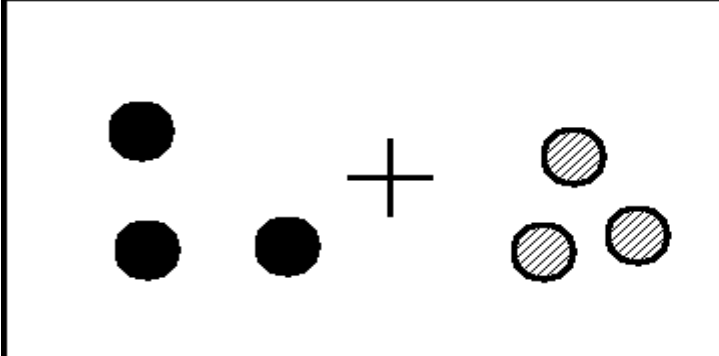
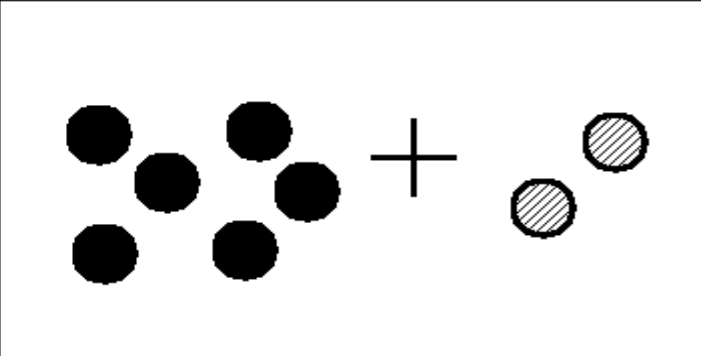
The student will point to the bottom right corner.

Record a score of 1 if the student points to the correct corner. Record a score of 0 if the student does not point to the correct corner.

Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

30)

2010-11 TUSD Comp. Math KG Pretest

31) *Say: Which is equal to $1 + 3$?*

The student will say $4 + 0$.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

31)

$$1 + 3 =$$

$$2 + 3$$

$$4 + 0$$

2010-11 TUSD Comp. Math KG Pretest

32) *Say: Look at the pictures. (Point to each set of pictures.)*

Say: Now, look at the math sentences. (Read the math sentences in the square aloud pointing to each number as you read it).

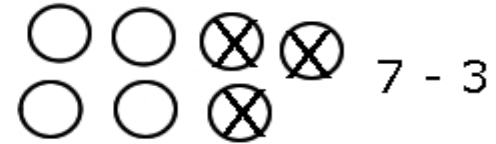
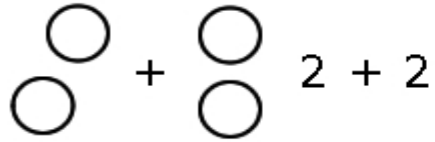
Say: What is one number that can go after $7 - 3 = ?$ (If student offers an expression, you may remind them that you are looking for one number that can go after, $7 - 3 = .$)

The correct answer is 4.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

32)



$$4 = 2 + 2$$

$$2 + 2 = 1 + 3$$

$$1 + 3 = 7 - 3$$

$$7 - 3 =$$

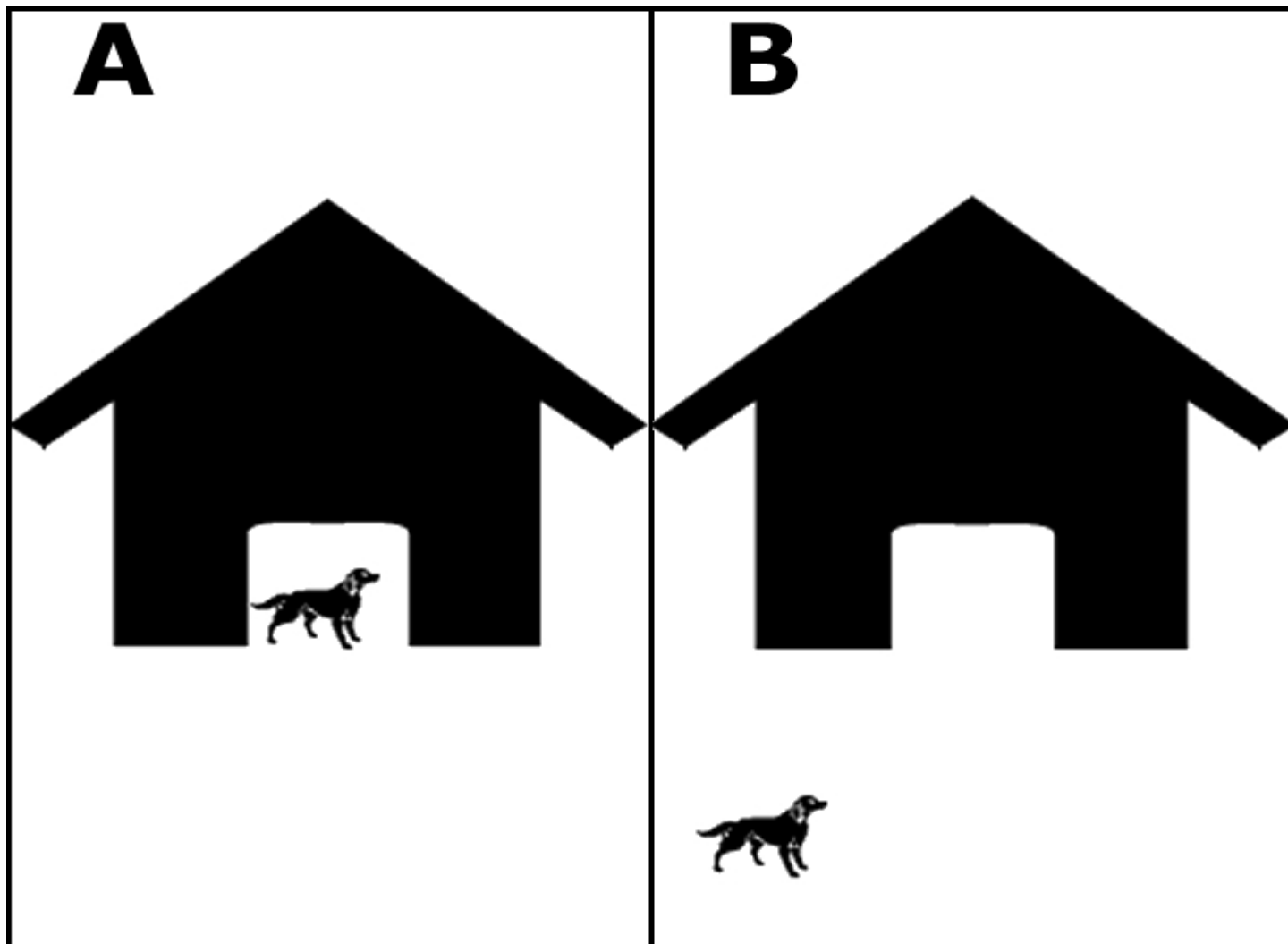
2010-11 TUSD Comp. Math KG Pretest

33) Say: *Look at the shapes.*

Say: *Which picture shows the dog outside the house?*

The student will correctly identify B as the correct answer. Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

33)



2010-11 TUSD Comp. Math KG Pretest

34) *Say: Point to a triangle in this room.*

The student should receive 1 point if he points to a triangle (an object which resembles a triangle) in the room.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

34)

**Please listen
to teacher.**

2010-11 TUSD Comp. Math KG Pretest

35) Show the student the shape.

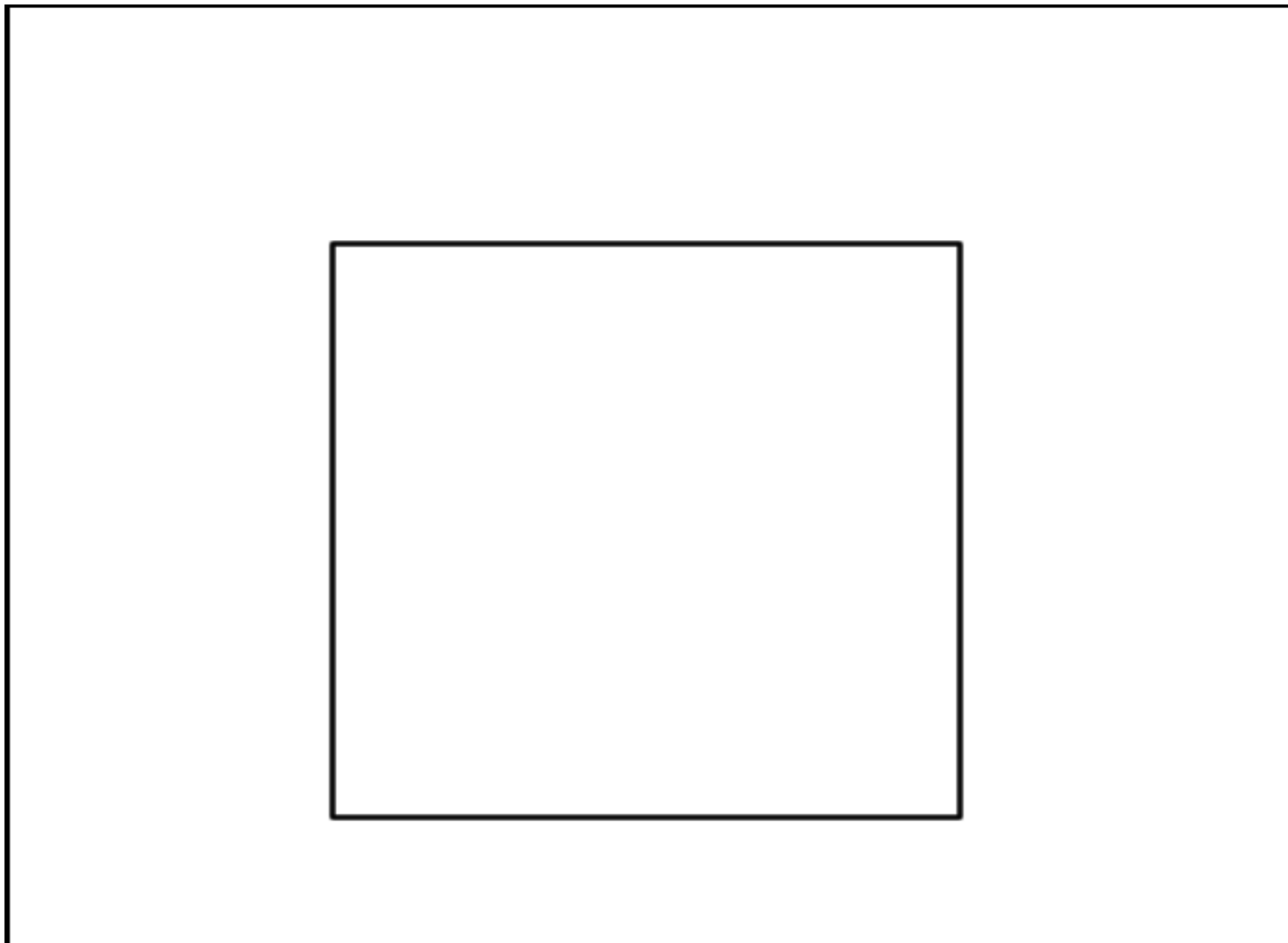
Say: *What shape is this?*

Student will correctly identify the shape as a square

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

35)



2010-11 TUSD Comp. Math KG Pretest

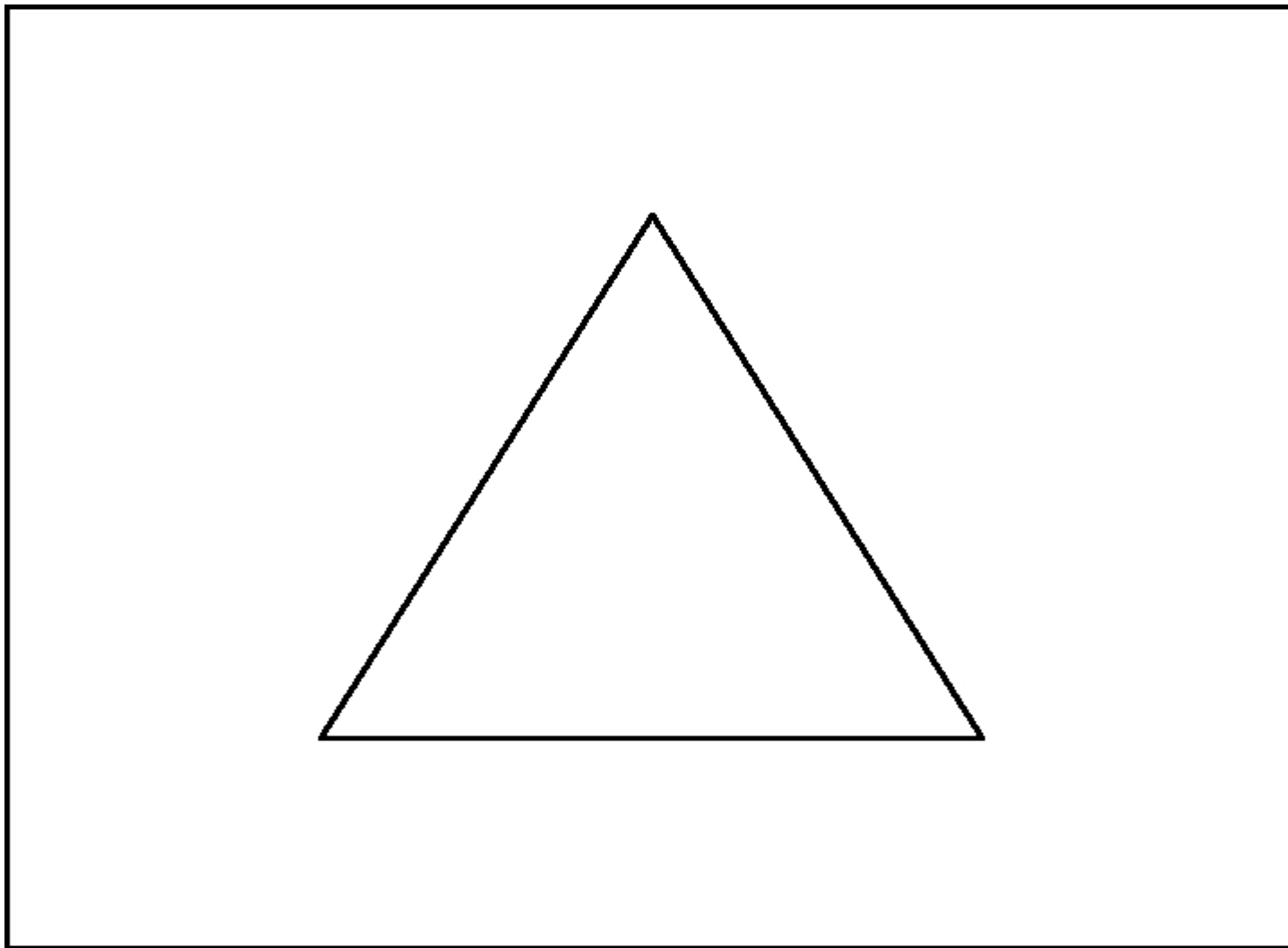
36) *Say: How many sides does the shape have?*

The student will answer 3.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

36)



2010-11 TUSD Comp. Math KG Pretest

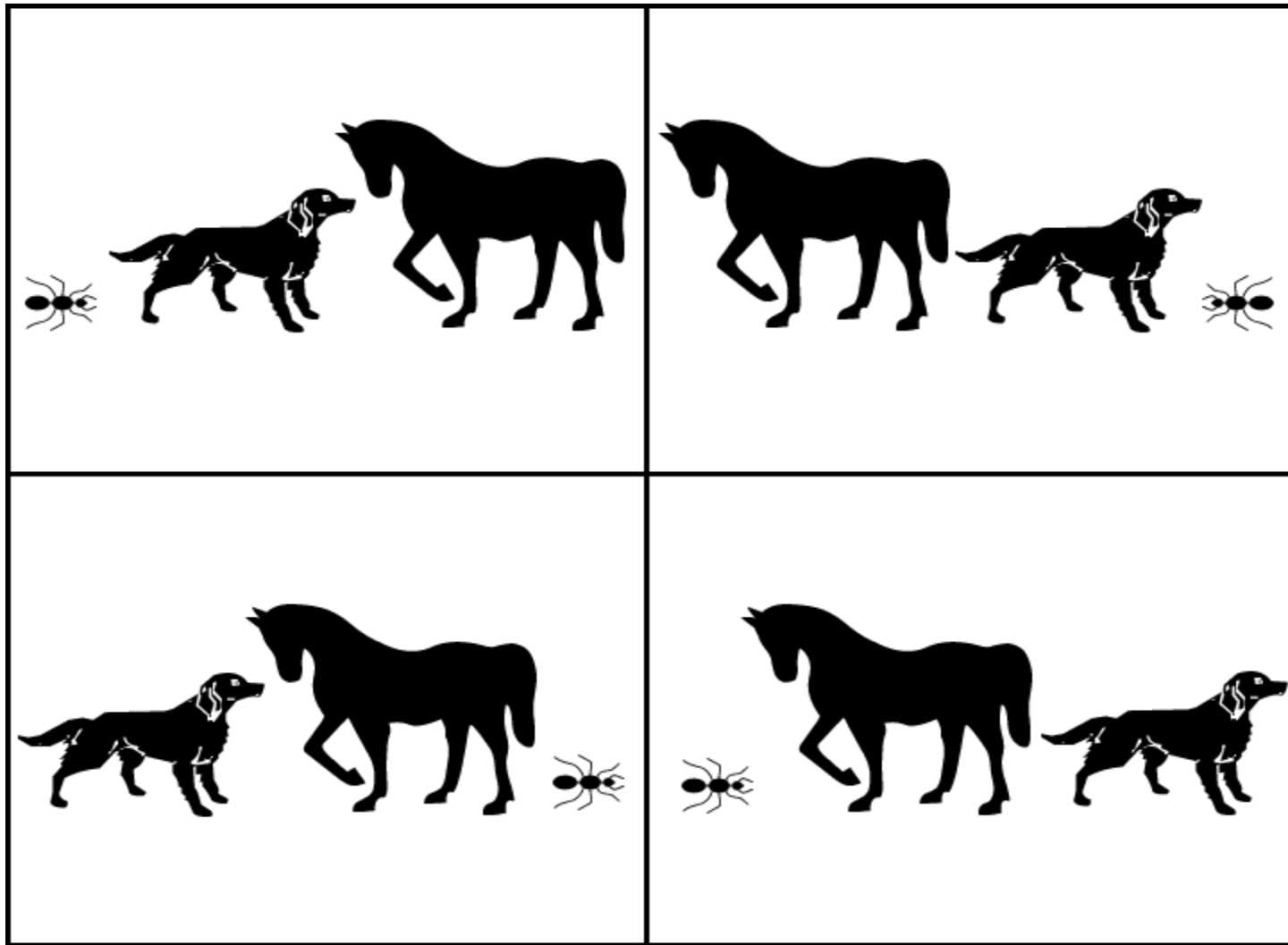
37) *Say: Point to the animals that are in order from lightest to heaviest.*

Correct response: Student should point to the animals in the top left corner.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

37)



2010-11 TUSD Comp. Math KG Pretest

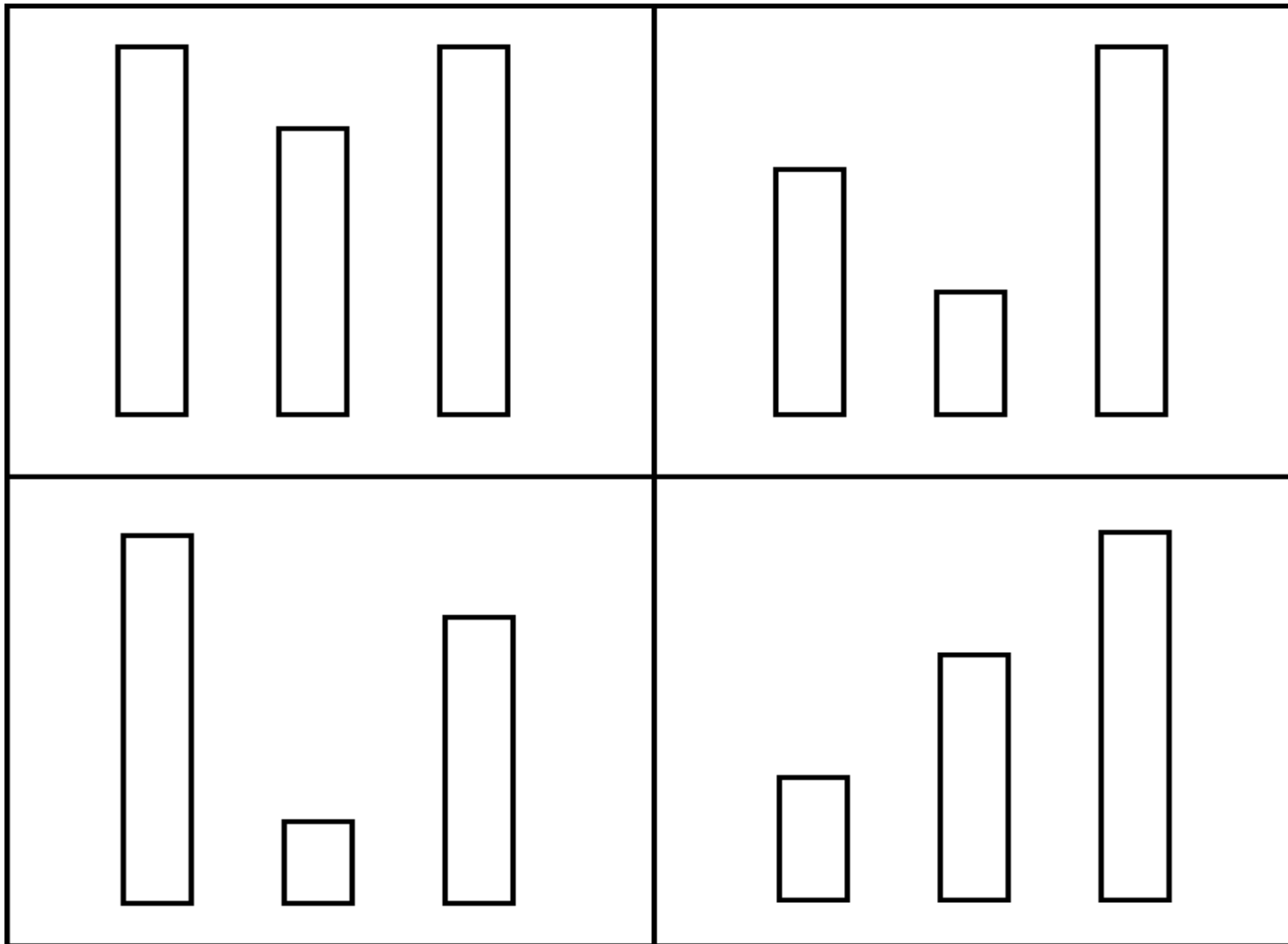
38) *Say: Point to the rectangles that are in order from shortest to tallest.*

Correct response: Student should point to the rectangles in the bottom right corner.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

38)



2010-11 TUSD Comp. Math KG Pretest

39) Say: *Tell me one way that these two things are alike.*

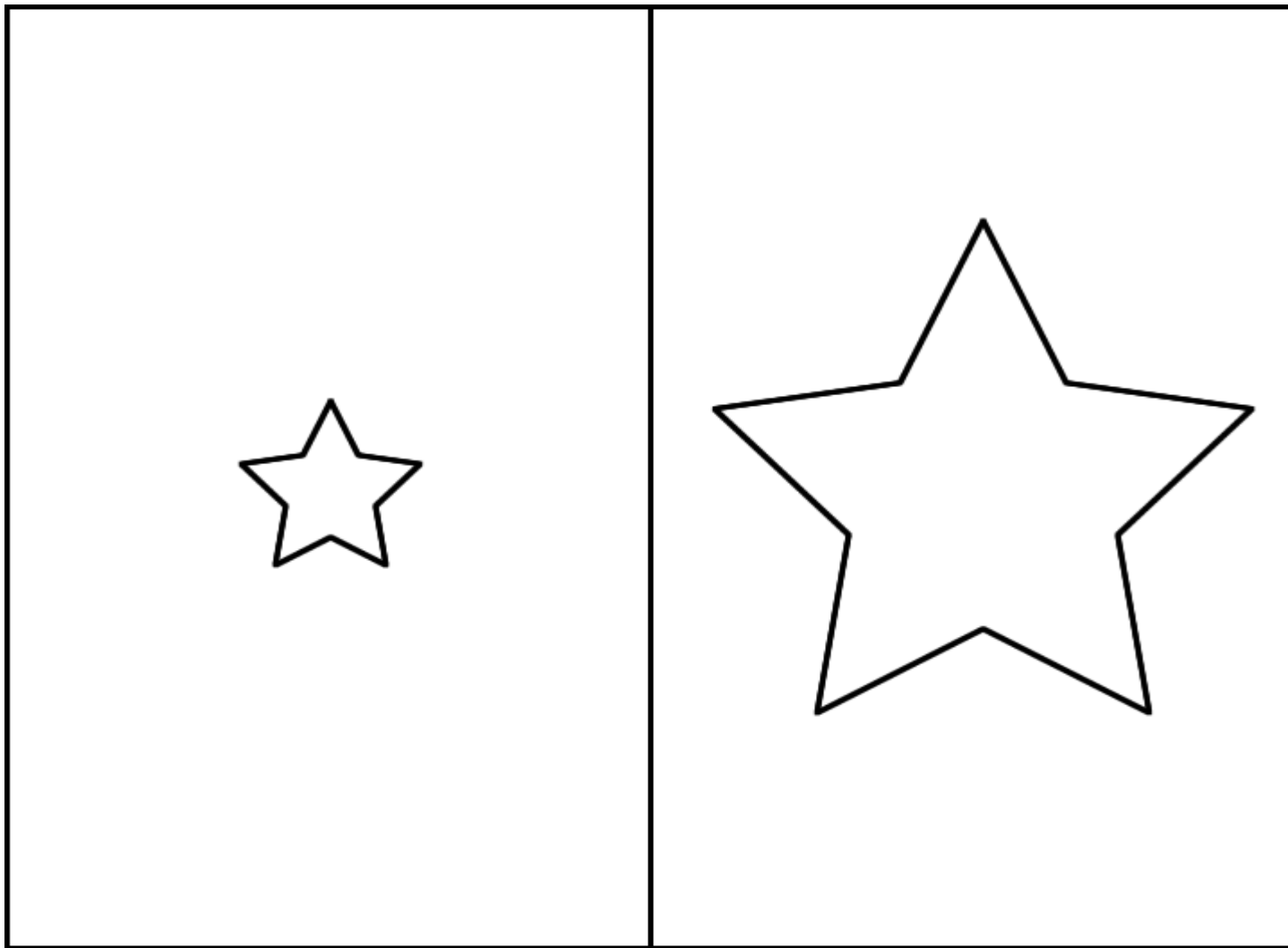
Correct response is anything that states how these are both alike (e.g. They are both stars, they are both white, they are both have black outlines, etc.)

The student will identify one observable similarity between the two objects.

Record the score: 1 for Mastered: 0 for Not Mastered Yet. Be sure to leave the item blank if it is not attempted.

2010-11 TUSD Comp. Math KG Pretest

39)



2010-11 TUSD Comp. Math KG Pretest

40) Say: *Which would you use to measure how much your kitten weighs?*

Student should say or point to the scale.

0 points if the student is incorrect and 1 point if he or she is correct.

2010-11 TUSD Comp. Math KG Pretest

40)

