NFC ACADEMY

Kindergarten Math Evaluation Lessons 121-160

For this evaluation you will want to spend several days of review of the concepts covered in the lessons and a part of the evaluation. Please follow the instructions given in the evaluation so you have reliable results. You will gain good information that will help you know areas that may need additional focus in upcoming lessons.

Student _____   **Kindergarten**

Instructions

Use this grading sheet as your guide for completing grades for this Kindergarten quarter. When you have completed all grades, then go to the NFC Academy website and you will find under *K-8th Grade* in the drop-down menu the page for *Kindergarten Teacher Resources*. Click on that to take you to the *Kindergarten Online Grading Form* and enter the grades from this sheet into the form and submit the form. Your NFC Academy Resource Teacher will receive the form and work to complete the online report card for the quarter. You will be able to see and print the report card by using your RenWeb parent access. Final report cards will be sent to you by the Academy Office. Question about the report card or grades should be directed to your Resource Teacher.

Kindergarten Grading Scale

- Excellent (E): Exceeding Grade Level Expectations
- Satisfactory+ (S+): Working Consistently Above Grade Expectations
- Satisfactory (S): Working at Grade Expectations
- Satisfactory- (S-): Working Somewhat Below Grade Expectations
- Needs Additional Work (N): Difficulty Meeting Grade Expectations

A. Following Directions: There are 11 examples included in this section of the evaluation. As you complete your evaluation you would use the following as your results:

E = 11
S+= 10
S = 9
S- = 7-8
N = Less than 7

Results for Following Directions _____

B. Comparisons: There are 4 different areas to recognize and group according to the 4 sets of (students should already know the meaning of the set words used):
____Big ____Little ____Alike ____Different

Using these as 2 separate groups for responses and you use 8 objects in each evaluation your grading results would be:
E = 15-16
S+ = 14
S = 13
S- = 10-12
N = Less than 10

Results for Comparisons _____

C. Matching: There are 6 items to match. The student should understand what "match" means. There are 12 items to match to each other in the 6 sets of 2. Your grading results would be:

E = 11-12
S+ = 10
S = 9
S- = 7-8
N = Less than 7

Results for Matching: _____

D. Counting: Ask the student to count aloud:

Count 0 to 9: _____ Yes _____No
Count 0 to 19: ___ Yes _____No
Count 0 to 50: _____Yes _____No
Count 0 to 99: _____Yes _____No

E= Counting 0-99
S= Counting 0-50
N= Counting Less than 30

Results for Counting _____

E. Writing the Number Symbols: 0 to 9 results Yes or No. 10 to 19 results Yes or No.

Writing Number Symbols

Write 0 to 9: ___Yes ___ No
Write 10 to 19: ___Yes _____No

Student can write the number symbols for a total of 19 possible answers.

E= 18-19
S+=16-17
S= 14-15
S-=11-12
N= Less than 11

Results Writing the Number Symbols _____

F. Colors: Using the colors listed in the evaluation there will be 10 colors for the student to recognize. Do not include colors that are not to be recognized at this evaluation. Your results would be:
E = 10
S+ = 9

S = 8
S- = 6-7
N = Less than 6

Results for Colors ____

G. Shapes: Be sure the shapes you use for this evaluation are of the 4 groups listed. There will be a total of 8 possible responses from the student when you use 10 shapes and ask both questions. Your grading results would be:
E = 8
S+ = 7
S = 6
S- = 5
N = Less than 5

Results for Shapes ____

H. Write the Number Words: There are 10 number words to write.

E = 10
S+ = 9
S = 8
S- = 6-7
N = Less than 6

Results for Write the Number Words _____

I. Number Order: Write the following number on paper in order.

15, 17, 16
29, 30, 28
52, 54, 53
70, 69, 71

Total possible number to write in correct order is 12 numbers.

E = 12

S+= 10-11
S= 8-9
S-= 6-7
N = Less than 6

Results for Number Order _____

J. **Before and After:** There are 4 examples for the student. Your grading results would be:
E = 4
S = 3
N = Less than 3

Results for Before and After _____

K. **Numbers Between:** There are 4 examples for the student. Your grading results would be:
E = 4
S = 3
N = Less than 3

Results for Numbers Between _____

L. **Ordinal (order) Numbers:** There are 9 responses for the two examples. Your grading results would be:
E = 9
S+ = 8
S = 7
S- = 5 - 6
N = Less than 5

Results for Ordinal Numbers: _____

M. **Problem Solving/Critical Thinking:** The results to be recorded from these examples will be either "Yes" or "No."

Use the number symbol cards and number subtraction fact cards to play a game of concentration
____Yes ____No – The student understands the game
____Yes ____No – The student plays willingly and with little frustration
____Yes ____No – The student is able to complete the game.

Place a group of 18 objects in front of the student and ask him/her to makes sets of one, two, three, four, and five objects
____Yes ____No – The student needs additional explanation
____Yes ____No – The student completes the task independently.
____Yes ____No – The student understands there are 3 objects too many.

Place a group of 24 objects in front of the student and ask if there are enough objects to make sets of one, four, eight, and ten objects.

____Yes ____No – The student needs additional explanation. (Needs explanation to give yes, no, or I don't know the answer).
____Yes ____No – The student is able to prove the answer by placing the objects into actual sets.
____Yes ____No – The student is able to give the correct answer. (Yes, one extra object).

Place a group of 20 objects in plastic or paper bag. Ask the student without looking to select from the bag:
____Yes ____No – Three objects
____Yes ____No – Nine objects
____Yes ____No – Twelve objects

____Yes ____No – The student understands the task.
____Yes ____No – The student is within two objects of selecting the correct number each time.

Give the student a square piece of paper and ask him/her to make four squares out of the paper.
____Yes ____No – The student understands the meaning of square
____Yes ____No – The student is able to complete the task using the whole piece of paper to make the four squares.

Ask the student how many number facts can be made from 6.

____Yes ____No – 0 + 6 = 6
____Yes ____No – 6 + 0 = 6
____Yes ____No – 1 + 5 = 6
____Yes ____No – 5 + 1 = 6
____Yes ____No – 2 + 4 = 6
____Yes ____No – 4 + 2 = 6
____Yes ____No – 3 + 3 = 6

Read the story problem.

____Yes ____No – The student required help but was able to give the correct answer.
____Yes ____No – The student responded orally with the correct answer.
____Yes ____No – The student was able to write the correct answer as a number fact.

Arrange a sequence of objects.
____Yes ____No – Ask the student to explain the problem
____Yes ____No – Ask the student to identify the next objects in the sequence.

There are 28 possible answers of yes in this section.
E= 26-28
S+= 22-25
S= 17-21
S-= 13-17
N= Less than 13

Results for Problem Solving/Critical Thinking _____

N. Addition
____Yes ____No – The student can correctly respond to all fact cards that total up to five.
____Yes ____No – The student can correctly respond to facts to five using objects for counting.
____Yes ____No – The student can correctly respond to all fact cards that total up to nine.
____Yes ____No – The student can correctly respond to facts to nine using objects for counting.

____Yes ____No – The student can correctly respond to all fact cards that total up to ten.

____Yes ____No – The student can correctly respond to facts to ten using objects for counting.

Write the problems on paper and ask the student to complete.

Problems to complete on paper include 4 for Number Words and 4 for Number Facts.

There are 6 possible "yes" answers and 8 problems for a total possible of 14.

E = 14
S+= 12-13
S= 9-11
S-= 6-8
N= Less than 6

Results for Addition ____

O. Subtraction

____Yes ____No – The student can correctly respond to all fact cards from up to five.

____Yes ____No – The student can correctly respond to facts to five using objects for counting.

____Yes ____No – The student can correctly respond to all fact cards from up to nine.

____Yes ____No – The student can correctly respond to facts to nine using objects for counting.

____Yes ____No – The student can correctly respond to all fact cards from up to ten.

____Yes ____No – The student can correctly respond to facts to ten using objects for counting.

Write the four problems on paper and ask the student to complete. There is a total of six possible yes answers and 4 problems for a total of 10.

E = 10
S+= 9
S= 7-8
S-= 5-6
N = Less than 5

Results for Subtraction ____

P. **Place Value**
____Yes ____No – The student can point to the number representing tens.
____Yes ____No – The student can point to the number representing ones

Teacher will use judgment in this section to complete a grade. Generally the student should be able to complete most of this section. Yes is E and No would be needing additional work.

Results for Place Value ____

Q. **Time/Calendar**
Using the clock from lesson 93, the student is able to read:
____Yes ____No – 3:00 o'clock
____Yes ____No – 4:30 o'clock

Using the clock from lesson 93, the student is able to show:
____Yes ____No – 8:00 o'clock
____Yes ____No – 2:30 o'clock

____Yes ____No – Ask the student where the months are on a calendar.
____Yes ____No – Ask the student to show where the days are on a
                calendar.
____Yes ____No – Ask the student how many days in a month.
____Yes ____No – Ask the student how many days in a week.
____Yes ____No – Ask the student to name as many months/days of the
                week as he can.

There a total of 9 possible yes answers.

E= 9
S+= 8
S= 6-7
S-= 5
N= Less than 5

Results Time/Calendar _____

R. Money

____Yes ____No – Ask the student to identify pennies and dimes.
____Yes ____No – Ask the student to count pennies to 15.
____Yes ____No – Ask the student to count the number of pennies that
      equal one dime.

Teacher will use judgment in this section to complete a grade. Generally the student should be able to complete most of this section. Yes is E and No would be needing additional work.

Results for Money _____

S. Skip Counting
____Yes ____No – Count by 2's to 20
____Yes ____No – Count by 5's to 20
____Yes ____No – Count by 2's to 50
____Yes ____No – Count by 5's to 50
____Yes ____No – Count by 2's to 98
____Yes ____No – Count by 5's to 95

You may allow some flexibility in counting at the higher numbers, but the student should do so with minimal coaching.

E= Counts all numbers in all six categories
S+= Counts all numbers to 20 and 50, and most all numbers to 98 by 2
    and 95 by 5.
S= Counts all numbers to 20 and 50, and about half to 98 by 2 and 95
    by 5
S-= Counts all numbers by 2 to 20 and most all numbers by 2 to 50 and
    some numbers beyond 50 by 2 and some numbers to around 50 by 5.

N= Counts all numbers to 20 by 2, but not all numbers by 2 to 50 and not all numbers to 98 by 2 or not all numbers by 5 to 95.

Result for Skip Counting _____

T. Greater than/Less than
_____Yes _____No – Is 5 greater than or less than 2?
_____Yes _____No – Is 17 greater than or less than 8
_____Yes _____No – Is 27 greater than or less than 21
_____Yes _____No – Is 42 greater than or less than 35

E= 4
S= 3
N= Less than 3

Result for Greater Than/Less Than _____

End of grade report.