

# NFC ACADEMY

## Kindergarten Math Evaluation Lessons 81-120

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-8<sup>th</sup> 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 = 11-13

S- = 8-10

N = Less than 8

**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 this Matching:** \_\_\_\_\_

**D. Counting:** Count 0 to 9 with your results being – Yes or No. Count 0 to 19 with your results being Yes or No.

Count 1 to 9: \_\_\_ Yes \_\_\_ No  
Count 1 to 19: \_\_\_ Yes \_\_\_ No

E = Count 18-19  
S+= 16-17  
S= 13-15  
S-= 10-12  
N= Less than 10

**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

E = 18-19  
S+= 16-17  
S= 13-15  
S-= 10-12  
N= Less than 10

**Results for Writing the Number Symbols** \_\_\_\_

**F. Write the Number Words**

There are 10 responses from the student. Your grading results would be:

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

**Results for Write the Number: \_\_\_\_\_**

**G. 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 \_\_\_\_\_**

**H. 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 \_\_\_\_\_**

**I. Number Order:** There will be 19 cards (from lesson 30) representing sets of numbers from 1 to 12 and adding cards for 13, 14, and 15, 16, 17, 18, 19. The student should place in order number cards 1 to 19. Your grading results would be:

E = 18-19

S+ = 17

S = 15-16

S- = 11-14

N = Less than 11

**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.” Students who need further explanations will likely become better suited for this type of question as you move forward in the curriculum.

Place a group of 17 objects in front of the student and ask him/her to make 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 2 objects too many  
( $1+2+3+4+5 = 15$ ).

Place a group of 22 objects in front of the student and ask if there are enough objects to make sets of six, seven, eight, and nine objects.

Yes  No – The student needs additional explanation

Yes  No – The student is able to prove answer by placing objects in actual sets.

Yes  No – The student is able to give the correct answer (No, 4 more objects are needed  $5+6+7+8 = 26$ ).

Place a group of 20 objects in a plastic or paper bag. Ask the student without looking to select from the bag

Six objects  Yes  No

Eleven objects  Yes  No

Fifteen objects  Yes  No

Yes  No – The student understands the task.

Yes  No – The student is within three objects of selecting the correct number each time.

Give the student a piece of paper and ask him/her to make four triangles out of the paper.

Yes  No – The student understands the meaning of triangle.

Yes  No – The student is able to complete the task using the whole piece of paper to make four triangles.

Ask the student how many number facts can be made from 5.

Yes  No –  $0 + 5 = 5$

Yes  No –  $5 + 0 = 5$

Yes  No –  $1 + 4 = 5$

Yes  No –  $4 + 1 = 5$

Yes  No –  $2 + 3 = 5$

Yes  No –  $3 + 2 = 5$

The story problem. Read from page 255

\_\_\_ 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.

There are 22 possible “yes” answers.

E= 21-22 yes

S+= 19-20

S= 16-18

S-= 13-15

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 total problems to complete for a total possible 14 answers.

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 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.

Complete the 4 subtraction problems. There are 4 possible “yes” answers and 4 subtraction problems to complete.

E= 8  
S+= 7  
S= 5-6  
S-= 4  
N= Less than 4

**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**

Using the clock from lesson 93, the student is able to read:

Yes  No – 3:00 o'clock

Yes  No – 8:00 o'clock

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 Time** \_\_\_\_\_

***End of Grade Report***