

# **Kindergarten**

# **Summative**

# **Assessments**



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## The Kindergarten Portfolio

**The tasks included in this section are meant as culminating events that are given at the end of the academic year.**

As students progress through the enormous changes that a year in Kindergarten implies it is of great importance that their struggles, progress and successes be well-documented. Research tells us that students at this age make enormous, uneven strides in both social and academic development. This fact alone demands that schools keep accurate records of students' work and convey these documents to subsequent teachers.

### Item I Numeration

This item should provide teachers in Grade One with several pieces of information. Not only rote counting but the mastery of writing numerals, counting and one-to-one correspondence to identify how many.

### Item II Patterns

This item allows students to make patterns of increasing complexity. Students will make and extend patterns until the first pattern they cannot duplicate or extend. Teachers in Grade One will see the patterns students have mastered and begin new patterns with this prior knowledge.

### Item III Shapes/Numerals

This item lets students read a prepared graph of geometric figures that they have learned about this year. Their interpretation of the graph and counting of entries is a culminating activity and in Grade One they will begin to create graphs independently.

### Item IV Sorting

In this item the student's choice should be consistent with the reasoning she/he voices. The **duck** doesn't belong because it has feathers, it flies, it has a beak not a mouth, it has no lips, etc.

The **fish** doesn't belong because it lives in the water, it has no legs, etc.

The **lion** does not belong because it cannot swim, is wild, lives in a jungle, is dangerous, etc.

The **girl** does not belong because she is human, not an animal, has clothes, etc.

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## Summative Assessment Item I: Numeration

**Learning Target :** 1.01 Develop number sense for whole numbers through 30.

**Materials:** Pencils, and a copy of blackline master **Number** (3 sheets) for each student, recording sheet for Rote Counting.

**Task 1:**

- Ask student to begin at one and count as far as she/he can.
- Record the highest number the student counts without error.

**Task 2:**

- Teacher says, “Look at the number, and draw (or use stickers or stamps) to show the number you see.”

**Task 3:**

- Teacher says, “Count the shapes you see in each box. Write the number on the line in the box.”

### Performance levels:

#### Task 1

Level III: Student counts to 30 and beyond.

Level II: Student counts to 15 but not to 30.

Level I: Student cannot count to 15.

#### Task 2

Level III: Student draws all 3 sets correctly

Level II: Student draws 2 sets correctly.

Level I: Student draws 1 or no set correctly.

#### Task 3

Level III: Student completes (counts and labels) all 4 sets correctly.

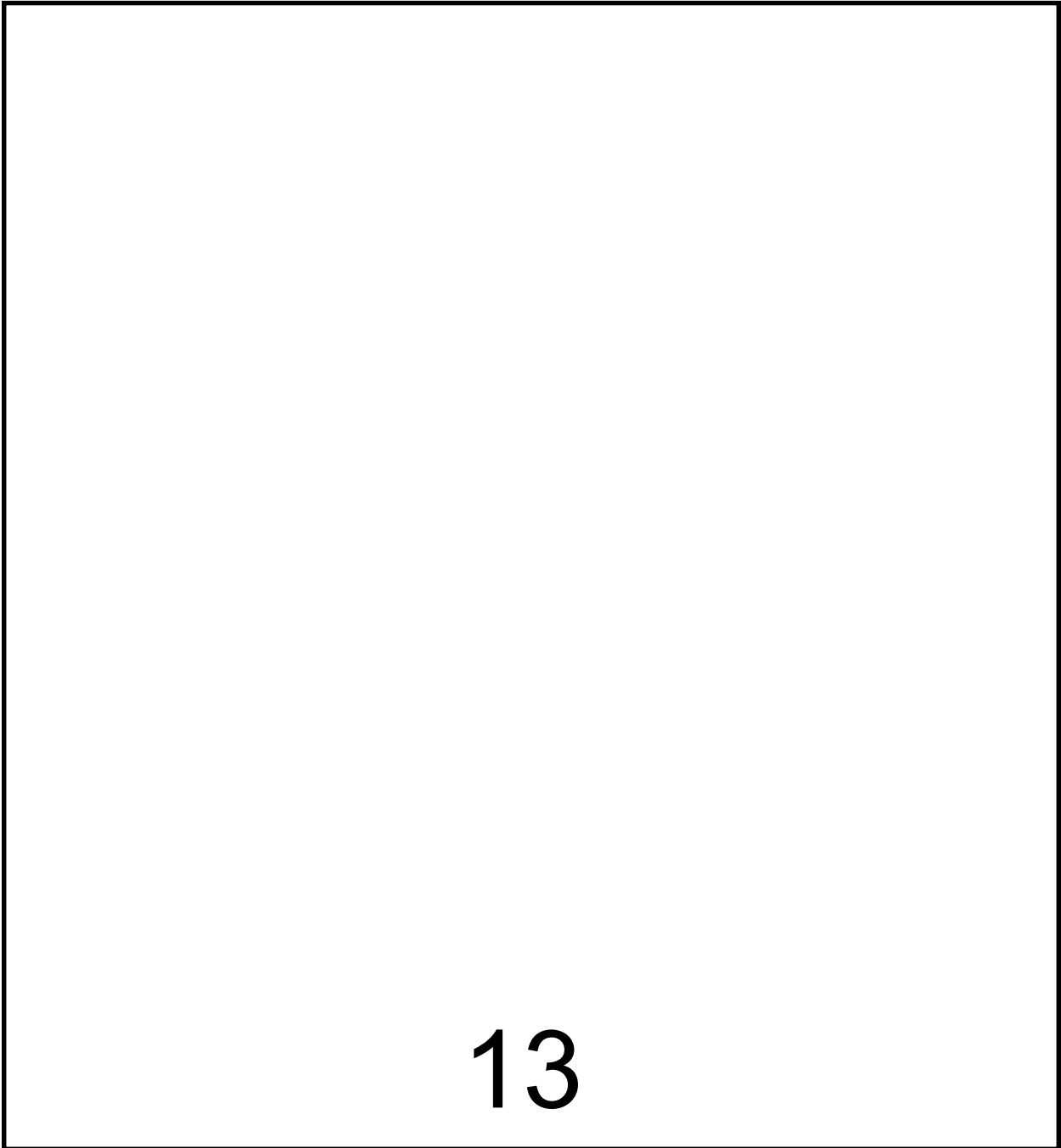
Level II: Student completes (counts and labels) 3 sets correctly.

Level I: Student completes (counts and labels) less than 3 sets correctly.



Name: \_\_\_\_\_

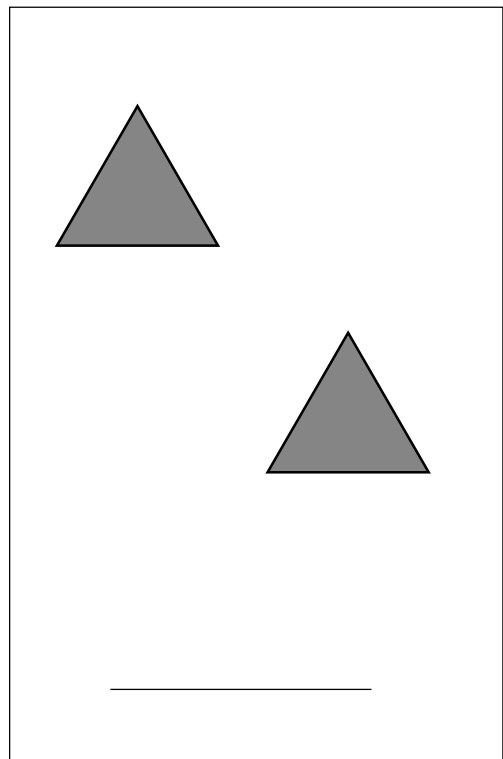
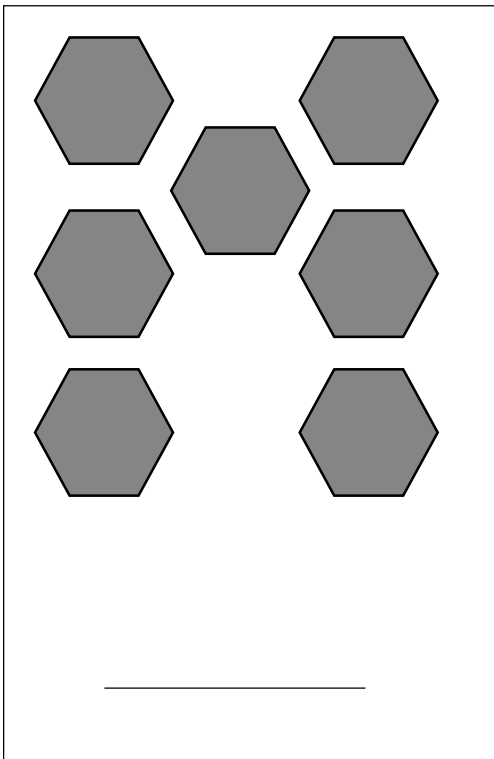
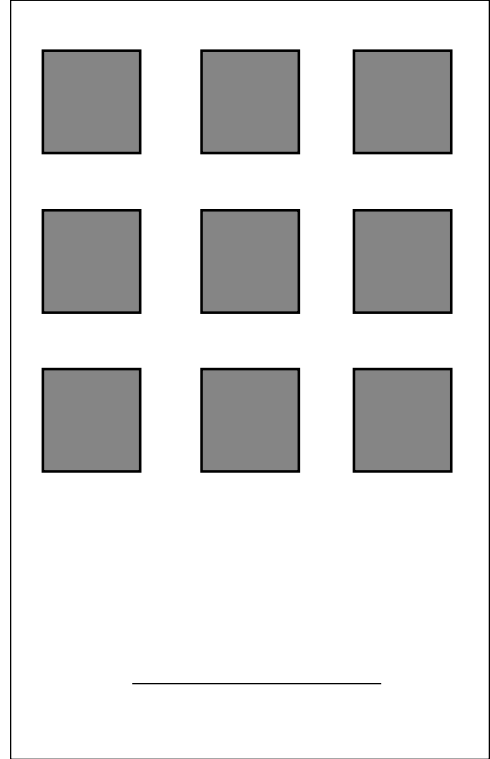
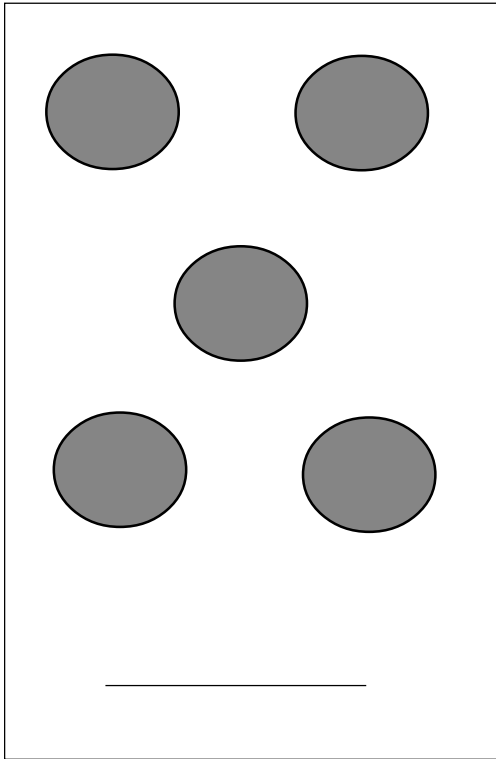
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## Summative Assessment Item II: Patterns

**Learning Target:** 5.02 Create and extend patterns with actions, words, and objects.

**Materials:** A bag of 10 -12 connecting cubes in two different colors (5 or 6 of each) per student, crayons or markers, Blackline master.

**Directions:** Teacher models a pattern with cubes of 2 colors showing at least three repetitions and shows it to the students.

Teacher gives each student a bagged set of connecting cubes and says, “Make a pattern like this using these cubes.”

After the students have made their patterns distribute Blackline master **Patterns** and ask students to copy (color) their pattern.

This activity should model **AB**, **ABB**, **AAB** and **AABB** patterns. The teacher will record the patterns the student can copy and continue successfully.

### **Performance levels:**

Level III: Student successfully copies and extends AB, ABB, AAB, and AABB patterns successfully.

Level II: Student successfully copies and extends 3 patterns successfully.

Level I: Student successfully copies and extends 2 or fewer patterns successfully.





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## Summative Assessment Item III: Shapes/Numerals

**Learning Target:** 1.01 b) Count objects in a set.  
1.01 d) Compare and order sets and numbers.  
3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.

**Materials:** Blackline master for graph and recording sheet.

**Directions:** Teacher says, “Look at this graph. I will ask you some questions about it.”

1. How many white triangles are there? \_\_\_\_\_
2. How many white rectangles are there? \_\_\_\_\_
3. How many white circles and white triangles altogether? \_\_\_\_\_
4. Which group has the most items in it? \_\_\_\_\_
5. Which group has the least items in it? \_\_\_\_\_

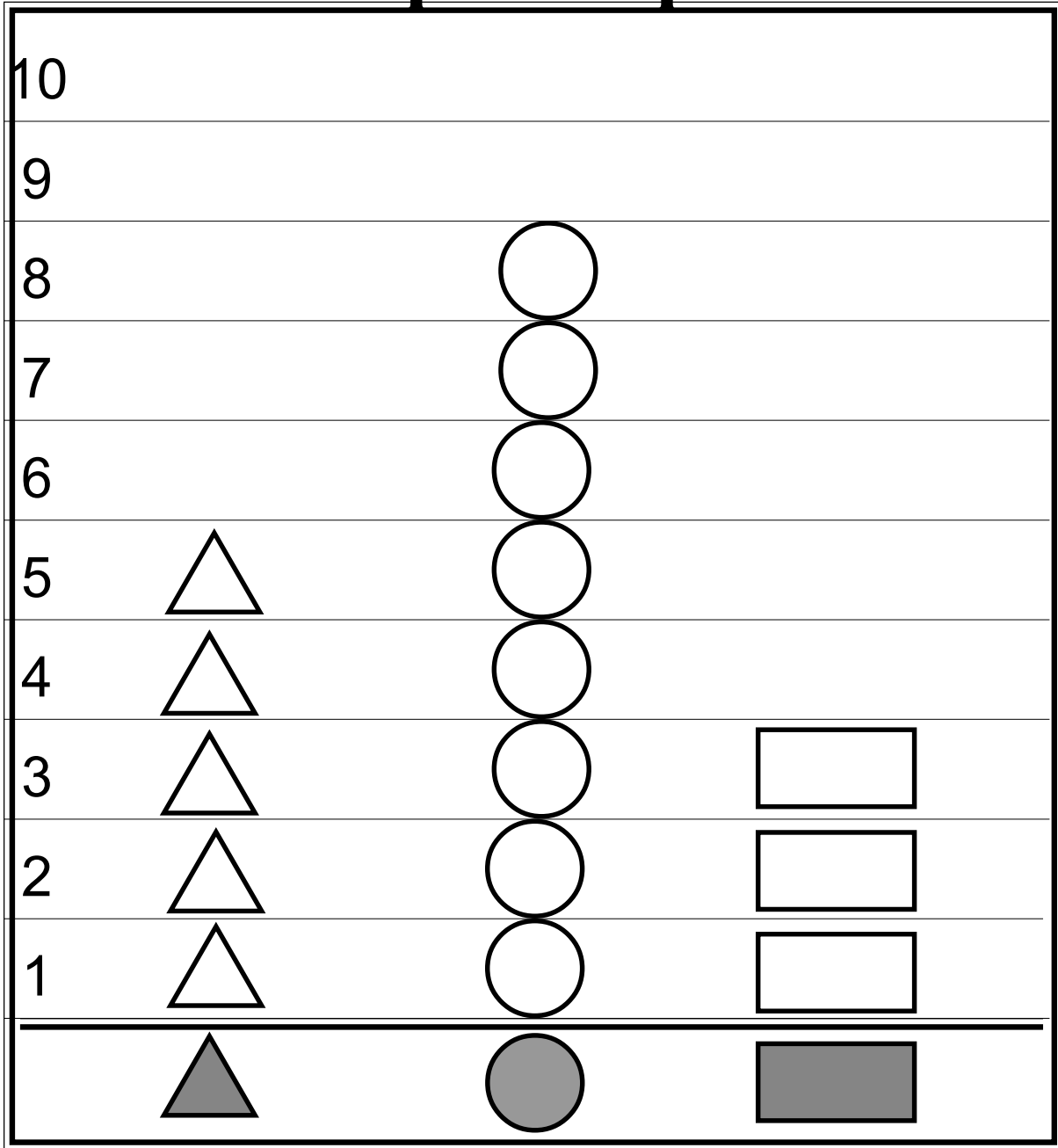
**Performance levels:**

Level III: Student answers all 5 questions correctly.

Level II: Student answers 3 or 4 questions correctly.

Level I: Student answers 2 or fewer questions correctly.

# Shape Graph





## Summative Assessment Item IV:           Sorting

**Learning Target:** 5.01 Sort and classify objects by one attribute.

**Materials:**           Blackline master and recording sheet.

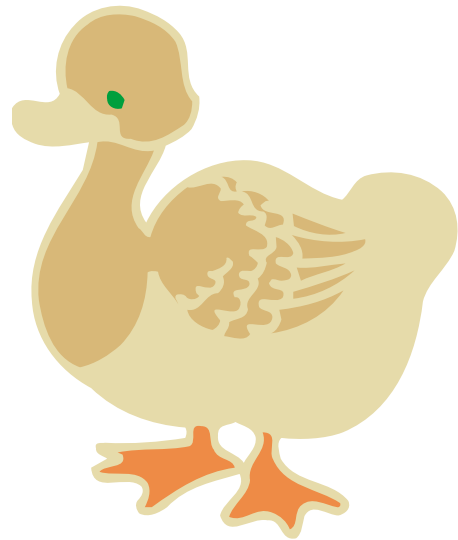
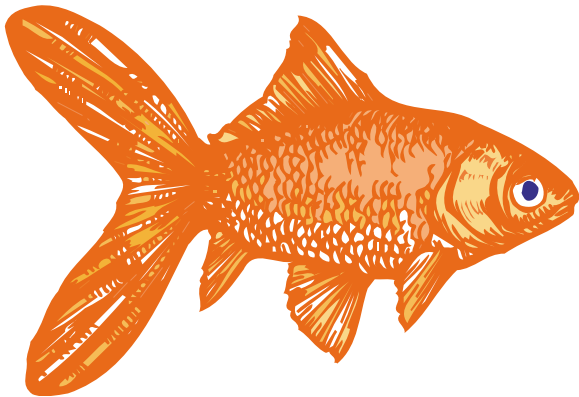
**Directions:**           Teacher says, “Look at the pictures. Which one does **not** belong in the group? How do you know?”

### **Performance levels:**

Level III: Student chooses an item and is able to justify his/her choice.

Level II: Student chooses an item but has no clear or reasonable justification.

Level I: Student is unable to choose an item.





Individual Student Summary Sheet  
Kindergarten Portfolio

**Performance Tasks**

Learning Target	Performance Level			Notes
1.01 Task 1	I	II	III	
Task 2	I	II	III	
Task 3	I	II	III	
5.02	I	II	III	
1.01 b, d, 3.01	I	II	III	
5.01	I	II	III	

Individual Student Summary Sheet  
Kindergarten Portfolio

**Performance Tasks**

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1.01 Task 1	I	II	III	
Task 2	I	II	III	
Task 3	I	II	III	
5.02	I	II	III	
1.01 b, d, 3.01	I	II	III	
5.01	I	II	III	

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1.01 Task 1	I	II	III	
Task 2	I	II	III	
Task 3	I	II	III	
5.02	I	II	III	
1.01 b, d, 3.01	I	II	III	
5.01	I	II	III	

