



**K**

# Common Core State Standards

**Kindergarten Assessments**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

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**K**

# Common Core State Standards

**English Assessments**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

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

Date: \_\_\_\_\_

Directions: Read, or listen to your teacher read, the text below. Think about the story and answer the questions about the text. Ask a question of your own that can be answered by reading the text.

## Assessment

### CAMPING

Camping is fun. My mom, dad, and I camp in a tent and sleep in sleeping bags. We cook food, like hot dogs and hamburgers, on a campfire. It is fun to roast marshmallows and sing songs, too. My dad takes me fishing on the lake. I like to bait the hook with a worm. My mom pushes me on the swings. At night we catch fireflies and then let them go again. We fall asleep to the chirping of crickets. I love camping!

Answer these questions about the text.

1. Does the girl like camping? How do you know?

---

---

---

2. What does she cook when she camps?

---

---

---

3. Who fishes with the girl?

---

---

---

Ask a question about this text.

---

---

---

---

---



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

Date: \_\_\_\_\_

Directions: Listen to your teacher read a story. Think about what happens in the story, and when these things happen. Retell the story by writing what happens at the beginning, middle, and end of the story.

## Assessment

My teacher read this story:

Beginning

Middle

End

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

Date: \_\_\_\_\_

Directions: Listen to your teacher read a story. Who are the characters in the story? Where does the story take place? What is something big that happens? Draw pictures and write a sentence for each to tell about the story.

## Assessment

characters

---

---

---

setting

---

---

---

big event

---

---

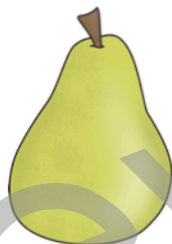
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read, or listen to, the passages below. Figure out the meaning of each underlined word by listening to the clues in each passage, looking at the picture, and thinking about what's happening. Write what you think each word means.

## Assessment

When I bit into the fresh-picked pear, it was so **succulent** that the juices dripped down my chin.



What do you think **succulent** means?

---

---

---

When I tried to hold the frog that lived in my pond, it slipped out of my hand because its skin was so **slick**.



What do you think **slick** means?

---

---

---

On the Whale Watch we saw an **immense** whale spout water from its blowhole.



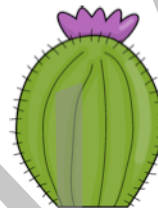
What do you think **immense** means?

---

---

---

Out the window of my hotel room in Arizona, I can see a small, green cactus with lots of **spiky** needles.



What do you think **spiky** means?

---

---

---

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

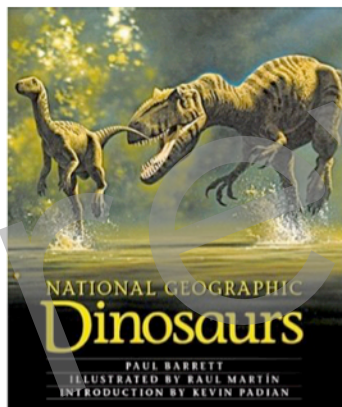
Date: \_\_\_\_\_

Directions: What types of texts are shown below? Choose a word from the box and match it to the correct picture.

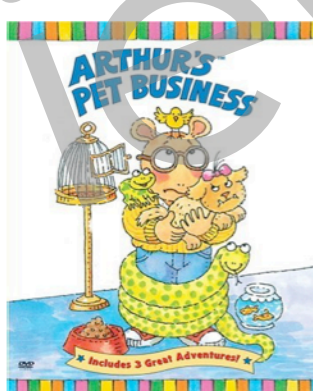
# Assessment

magazine  
poetryinformational  
storybookcookbook  
fairy tale

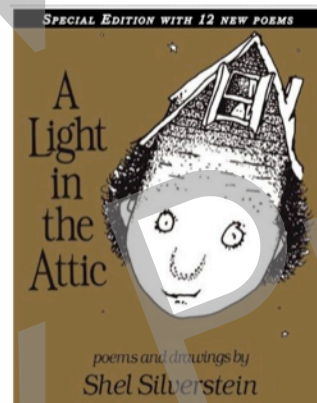
1.



2.



3.



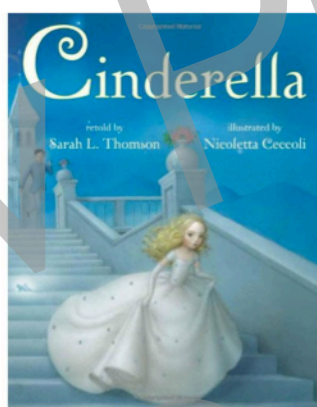
4.



5.



6.



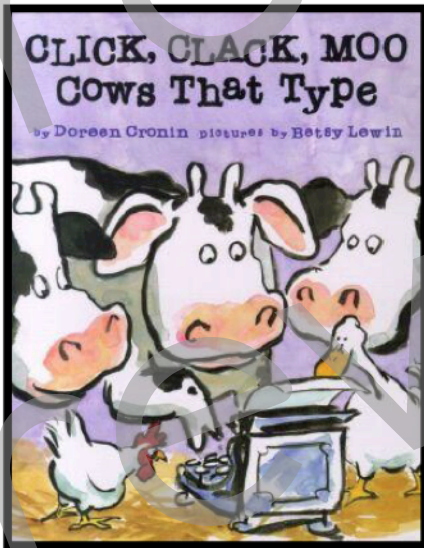


Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Tell about each book's author and illustrator below. What do the author and illustrator do?

## Assessment



What is the book's title?

\_\_\_\_\_

Who is the author of the book?

\_\_\_\_\_

Who is the illustrator of the book?

\_\_\_\_\_

Don't  
Let the  
Pigeon  
Drive  
the  
Bus!

words and pictures by mo willems



What is the book's title?

\_\_\_\_\_

Who is the author of the book?

\_\_\_\_\_

Who is the illustrator of the book?

\_\_\_\_\_

The author's job is \_\_\_\_\_

The illustrator's job is \_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Listen to a story book that your teacher reads aloud. Look closely at the illustrations. Choose one to draw below. How does the illustration help the author tell the story?

## Assessment

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

What does this picture tell about the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Listen as your teacher reads *The Giving Tree* aloud. Think about the two characters. Think about what they do in the story. Compare and contrast something each character does in the story.

## Assessment

### The Boy

What is something that the boy does in the story?

---

---

---

---

---

### The Tree

How does the tree react to what the boy does?

---

---

---

---

---

How are the characters' events similar to each other?

How are the characters' events different from each other?

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

Date: \_\_\_\_\_

Directions: Actively engage in group reading activities with purpose and understanding. Complete the form below as you read aloud a text with a group of students. As you read, fill in the stars as each student performs the task.

## Assessment

Asks Questions



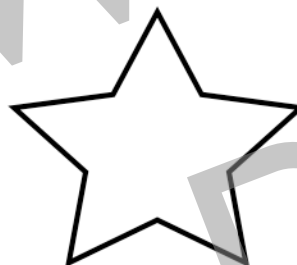
Listens to the Story



Answers Questions



Looks at Pictures



Notes:



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

Date: \_\_\_\_\_

Directions: Read, or listen to your teacher read, the passage about **otters** below. Then think about the details in the story. Answer the questions about the details.

## Assessment

### Otters

Otters are mammals that live along rivers, streams, bogs, and other waterways. They are long and thin with short legs and webbed feet. Their fur is thick to keep them warm. Otters can grow up to be about 3 feet long.

Otters eat fish, shelled-animals, snakes, frogs, insects, and many other small animals. They wash themselves after every meal! When they swim, otters can hold their breath for up to 8 minutes underwater. A baby otter is called a pup.

Answer these questions about the text.

1. What type of animal are otters?

---

---

---

2. Where might you find an otter?

---

---

---

3. Why is an otter's fur thick?

---

---

---

4. What might an otter eat?

---

---

---

5. Write one more fact about otters.

---

---

---

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

Date: \_\_\_\_\_

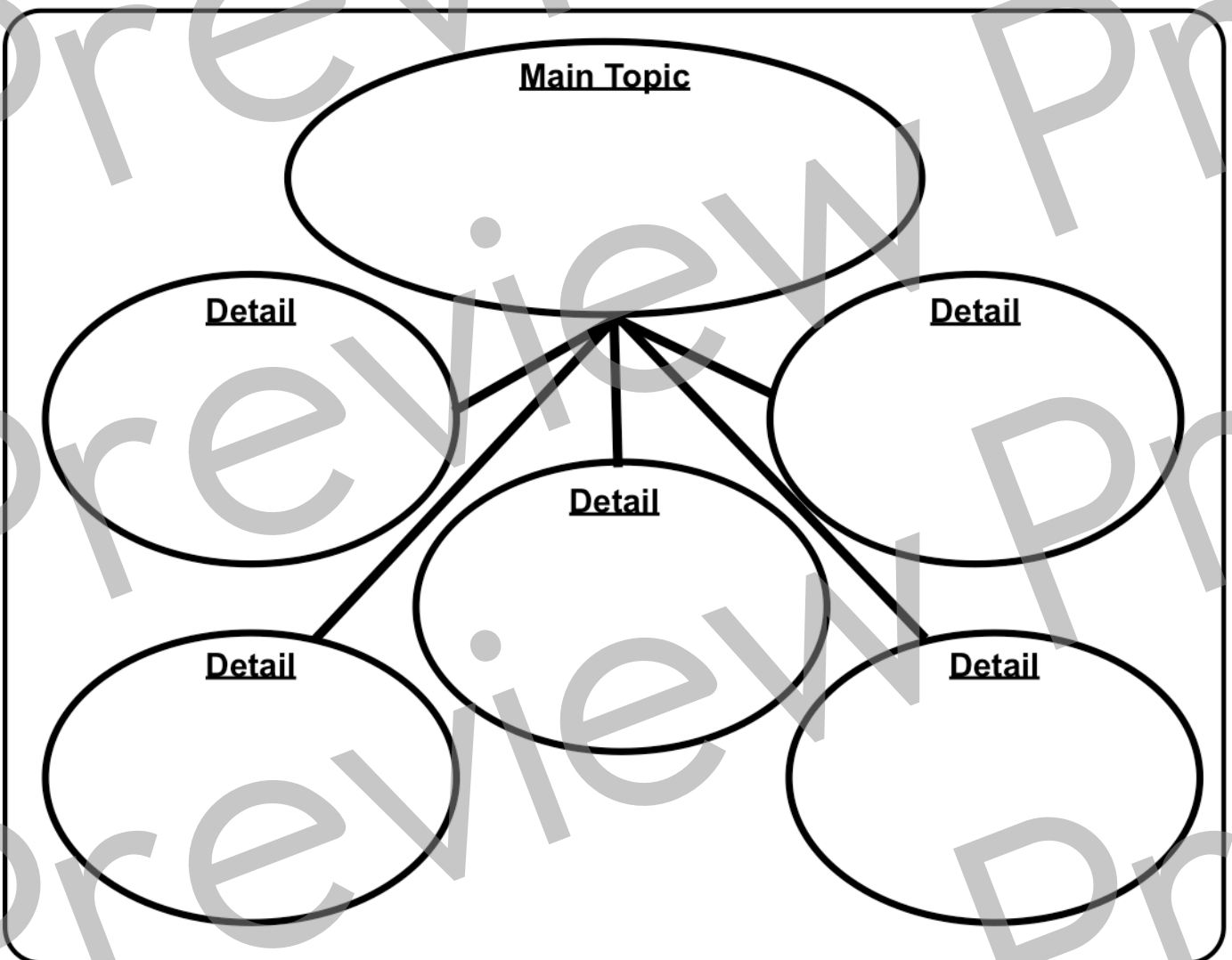
Directions: Read, or listen to your teacher read, the passage about **winter** below. What is the main topic of the text? What details are in the text to support the main topic?

## Assessment

### Winter

Winter is the season when you can have the most fun. In winter the weather is cold enough for it to snow. When it snows, I like to go sledding down the big hill on our street. My friends and I throw snowballs and build snow forts. Sometimes, I like to ice skate on the pond at the park.

In winter, we have hot chocolate and we build a fire in the fireplace. I get to wear my pajamas, too. Winter is the best season!



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

Date: \_\_\_\_\_

Directions: Listen as your teacher reads *The Giving Tree* aloud. Think about the two characters. Think about what they say and how they feel in the story. Compare and contrast what the characters do in the story.

## Assessment

### The Boy

How does the Boy act towards the Tree in the story?

---

---

---

---

---

### The Tree

How does the Tree act towards the Boy in the story?

---

---

---

---

---

How are the characters the same?

How are the characters different?

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

Date: \_\_\_\_\_

Directions: Read, or listen to, the passages below. Figure out the meaning of each underlined word by listening to the clues in each passage, looking at the picture, and thinking about what's happening. Write what you think each word means.

## Assessment

Bumblebees are essential to the life cycle of flowers and other plants.



What do you think essential means?

---

---

---

Brush every day with toothpaste to be sure your teeth are spotless.



What do you think spotless means?

---

---

---

The cupcake my mom made was so scrumptious that I wanted to eat two.



What do you think scrumptious means?

---

---

---

The doctor took an x-ray of my ribs to see if any had been fractured.



What do you think fractured means?

---

---

---



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

Date: \_\_\_\_\_

Directions: Look at the book parts shown below. Fill in the circle to tell if the picture shows the front, back, or page of a book.

## Assessment

1.



- ☐ front cover  
☐ back cover  
☐ page

2.



- ☐ front cover  
☐ back cover  
☐ page

3.



- ☐ front cover  
☐ back cover  
☐ page

4.



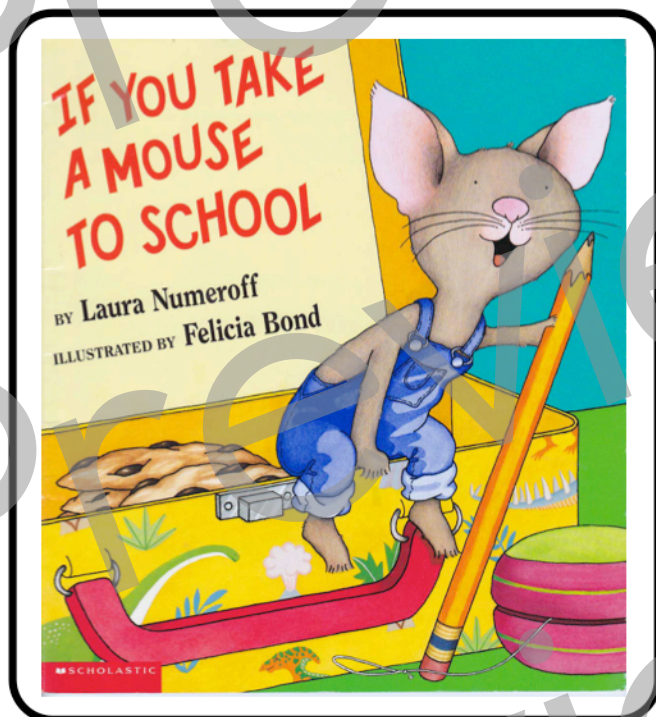
- ☐ front cover  
☐ back cover  
☐ page

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

Date: \_\_\_\_\_

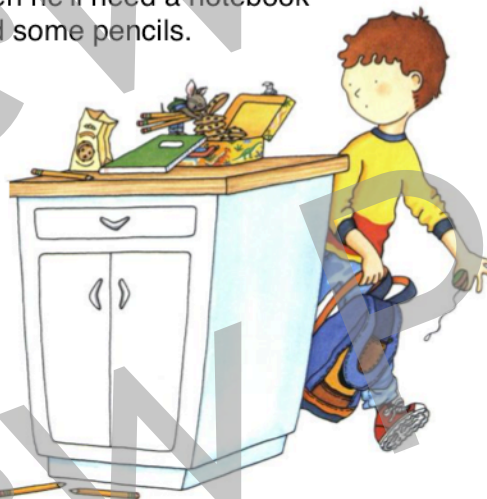
Directions: Look at the book shown below. Who is the author? Who is the illustrator? What does each person do to help present ideas in the story?

## Assessment



When you give him your lunchbox,  
he'll want a sandwich---

and a snack for later.  
Then he'll need a notebook  
and some pencils.



The author of this book is:

---

The author's job is to:

---

---

---

The illustrator of this book is:

---

The illustrator's job is to:

---

---

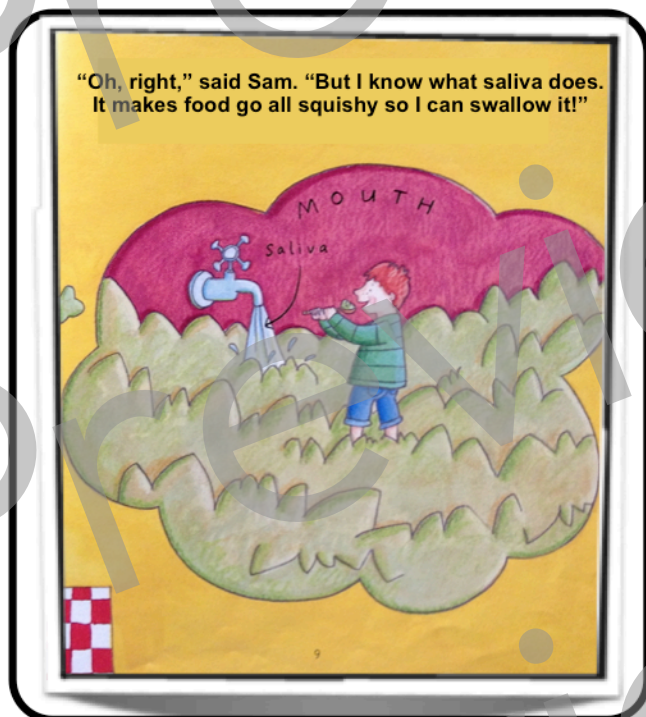
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Look at the illustration and text below. Think about why the illustrator drew the picture. How do the pictures help you understand more about the text?

## Assessment



How does the illustration above help the author explain more about saliva?

---

---

---

---

---

How does the illustration above help the author explain how Anna's quilt was used?

---

---

---

---

---



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

Date: \_\_\_\_\_

Directions: Read, or listen to the teacher read, the passage below about Pal. What are the reasons the author gives for the girl to get Pal from her Nana?

## Assessment

My Nana wanted to give me her dog, Pal. Mom didn't want a dog. She said dogs were loud and a lot of work. Pal wasn't loud. He was a small dog with a soft bark. He wouldn't be too much work to take care of because he was so small. Taking him for walks would be fun. And I could carry him if he got tired.

Mom said that having a dog in the house would be messy. I told mom that I would train Pal to go to the bathroom outside. I'd pick up all his dog toys, and vacuum up his hair when he sheds.

Mom said a dog needs a lot of attention. I smiled. That was the best part. I'd always have a friend that wanted to play. Mom smiled, too. The next day, we picked Pal up from my Nana's house!

**Write the reasons the author gives for the girl to get Pal.**

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---

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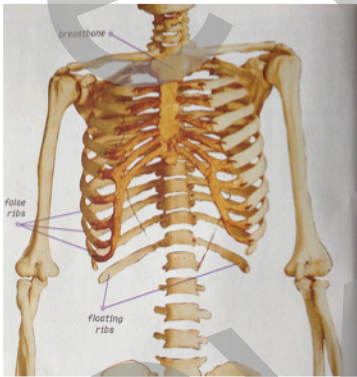


Name: \_\_\_\_\_

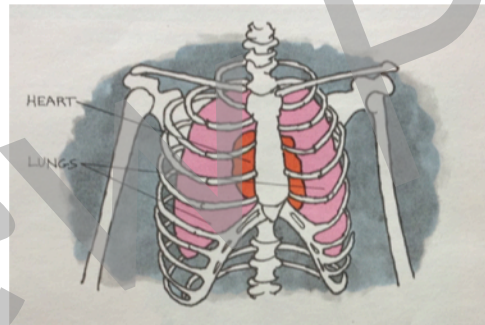
Date: \_\_\_\_\_

Directions: Read, or listen to your teacher read, the two different texts about skeletons below. How are the texts similar? How are they different?

## Assessment



Ribs move easily, but are strong bones. They protect your heart, lungs, and other important organs.



Some bones in your skeleton protect important parts. Your ribs cover your heart and lungs.

How are the two texts **similar**?

How are the two texts **different**?

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

Date: \_\_\_\_\_

Directions: Actively engage in group reading activities with purpose and understanding. Complete the form below as you read aloud a text with a group of students. As you read, fill in the stars as each student performs the task.

## Assessment

Asks Questions



Talks with Group



Answers Questions



Listens to Others



Notes: \_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Show what you know about basic reading skills.

## Assessment A

1. Read the sentence below from left to right.

The cat needs to get his toy now.

2. Rewrite the sentence so that it has correct spacing.

Thepigwentinthemud.

---

---

3. Listen to your teacher say three words. Write the words you hear.

A.

---

B.

---

C.

---

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

Date: \_\_\_\_\_

Directions: Identify the capital and lower case letters below.

## Assessment B

1. Read the capital letters shown below.

C	Q	G	K	E	V
P	A	N	B	S	O
I	W	Y	U	R	J
L	F	M	X	H	D
Z	T				

2. Read the lowercase letters shown below.

t	z	d	h	x	m
f	l	j	r	u	y
w	i	o	s	b	n
a	p	v	e	k	g
q	c				

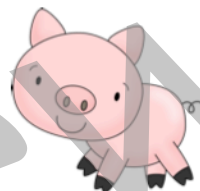
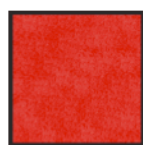
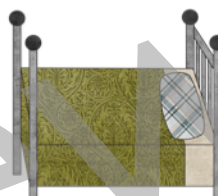
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Show what you know about basic reading skills.

# Assessment A

1. Match the pictures that rhyme by connecting the dots. Then write the words.



2. Write the sounds you hear for each picture.





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

Date: \_\_\_\_\_

Directions: Show what you know about basic reading skills.

## Assessment B

1. Make new words using the rimes **ate**, **ock**, and **est**b \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_g \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_s \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_l \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_d \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_t \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_r \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_p \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Make new words by adding new initial sounds.

\_\_\_\_\_  
\_\_\_\_\_ot \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_ot \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_ot \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_ug \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_ug \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_ug \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Show what you know about basic reading skills.

## Assessment A

1. Read each of the words aloud. Touch each letter as you make its sound.

1. top	5. pat
2. fed	6. his
3. mug	7. hen
4. lip	8. hot
9. bat	10. run

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

Date: \_\_\_\_\_

Directions: Show what you know about basic reading skills.

## Assessment B

1. Read aloud the high-frequency words below.

1. <b>the</b>	5. <b>of</b>
2. <b>to</b>	6. <b>you</b>
3. <b>she</b>	7. <b>my</b>
4. <b>is</b>	8. <b>are</b>
9. <b>do</b>	10. <b>does</b>

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

Date: \_\_\_\_\_

Directions: Show what you know about basic reading skills.

## Assessment C

1. Read each word. Choose **long** or **short** for the vowel sound in each word.

1. bean	<input type="radio"/> long <input type="radio"/> short	6. tub	<input type="radio"/> long <input type="radio"/> short
2. late	<input type="radio"/> long <input type="radio"/> short	7. suit	<input type="radio"/> long <input type="radio"/> short
3. mitt	<input type="radio"/> long <input type="radio"/> short	8. soap	<input type="radio"/> long <input type="radio"/> short
4. kite	<input type="radio"/> long <input type="radio"/> short	9. tent	<input type="radio"/> long <input type="radio"/> short
5. hop	<input type="radio"/> long <input type="radio"/> short	10. pan	<input type="radio"/> long <input type="radio"/> short

2. Read the words below. They are very similar, but not the same. Circle the letters that are different in each pair.

11. red rod	14. nest rest
12. sand send	15. tell tall
13. tag tap	16. play plan

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

Date: \_\_\_\_\_

Directions: Read emergent-reader texts with purpose and understanding.

## Assessment

Book Title: \_\_\_\_\_

Reading Level: \_\_\_\_\_

Shows Comprehension: \_\_\_\_\_

Total Words: \_\_\_\_\_ Errors: \_\_\_\_\_ % Correct: \_\_\_\_\_

Areas of Concern: \_\_\_\_\_

Notes:



Date: \_\_\_\_\_

Directions: Write about your favorite book on this page. Draw a picture from the story on page 2.

My favorite book is \_\_\_\_\_

The author is \_\_\_\_\_

review

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

Date: \_\_\_\_\_

Directions: Draw a picture inspired by your favorite book.

**Assessment - Page 2**

My favorite book is \_\_\_\_\_

\_\_\_\_\_

The illustrator is \_\_\_\_\_



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

Date: \_\_\_\_\_

Directions: Choose a topic and write about it on this page. On page 2, draw a picture about your topic.

## Assessment - Page 1

My topic is \_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Draw a picture about your topic.

**Assessment - Page 2**My illustration is \_\_\_\_\_  
\_\_\_\_\_



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

Directions: Write about an experience on this page. On page 2, draw a picture of it.

## Assessment - Page 1

My experience is about \_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Draw a picture relating to your experience.

**Assessment - Page 2**My illustration is \_\_\_\_\_  
\_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Respond to questions and suggestions from peers and add details to writing as needed.

## Assessment

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

☐

Met with peers

☐

Makes corrections

☐

Responds well to critique

☐

Adds details

Notes:

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

Date: \_\_\_\_\_

Directions: Record the digital tools your students use.

## Assessment

TECHNOLOGY SKILL	DATE ACCOMPLISHED	NOTES
Can turn on a computer.		
Can shut down a computer.		
Uses a mouse well. (Can double-click, move cursor to desired place, scroll...)		
Knows where most common characters are on keyboard.		
Can log in and out of programs.		
Can change the font or size of font.		
Knows how to use space bar; back space; delete; and return.		
Can add a graphic.		
Can drag and drop an item.		
Can copy/paste an item.		
Can save a file.		
Can print work.		



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

Date: \_\_\_\_\_

Directions: Participate in shared research and writing projects.

## Assessment

Topic: \_\_\_\_\_

Title: \_\_\_\_\_

☐

Worked with peers

☐

Presented ideas well

☐

Used appropriate resources

☐

Writing included details

Notes:

Date: \_\_\_\_\_

Directions: Gather or recall information to answer a question.

# Assessment

Question: \_\_\_\_\_

☐ recalled information (experience/lesson/book read)

☐ gathered information from \_\_\_\_\_

Answer: \_\_\_\_\_

Notes:

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

Date: \_\_\_\_\_

Directions: Follow rules as you work with a group. Complete the form below as you read aloud a text or discuss a topic with a group of students. As you read, fill in the stars as each student performs the task.

## Assessment

Takes Turns



Respects Ideas



Stays on Topic



Listens to Others



Notes: \_\_\_\_\_

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

Date: \_\_\_\_\_

Directions: Listen to your teacher read a story to the class. Think about the story and ask a question to help you better understand. Draw a picture about the story. Then, answer a question about the story.

## Assessment

My teacher read a story to us today called: \_\_\_\_\_



I asked a question about the story.



I drew a picture about the story.



I answered a question about the story.

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

Date: \_\_\_\_\_

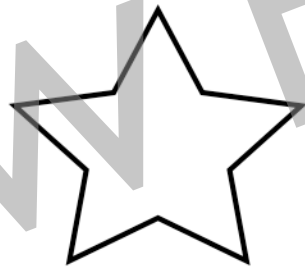
Directions: As you listen to your teacher, work with a group, or read a book, ask questions to seek help, get information, or clarify something that is not understood. Fill in a star as you ask a question.

## Assessment

Who?



Where?



What?



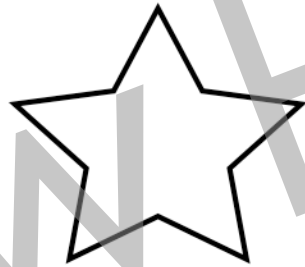
How?



When?



Why?



Notes: \_\_\_\_\_



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

Date: \_\_\_\_\_

Directions: Choose a person you know to describe to a peer or your teacher. Describe this person using words that tell how the person looks, acts, and what he or she does. Write some of your words below.

## Assessment

The Person's Name is

\_\_\_\_\_

Here are some words to describe this person.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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

Date: \_\_\_\_\_

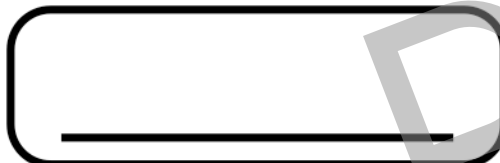
Directions: Draw a picture of a place with which you are familiar. Add detail such as people and things. Orally describe your picture using words that tell about the people, places, and things that you drew.

## Assessment



I drew \_\_\_\_\_

Here are some words to describe my picture.



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

Date: \_\_\_\_\_

Directions: Fill in the speech bubbles with examples of how the students speak clearly and audibly to others. Share what you wrote with your teacher by reading it aloud.

## Assessment

When you speak to others, speak well and say your words correctly.  
Look people in the eye. Express your thoughts, feelings, and ideas clearly.



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

Date: \_\_\_\_\_

Directions: Print the upper- and lower-case letters that your teacher says aloud

## Assessment A

### Upper-Case Letters

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Lower-Case Letters

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

Date: \_\_\_\_\_

Directions: Demonstrate commands of the conventions of standard English when speaking.

## Assessment B

When speaking, \_\_\_\_\_ uses nouns and verbs.

☐ frequently☐ infrequently☐ correctly☐ incorrectly

When speaking, \_\_\_\_\_ uses forms plural nouns correctly by adding /s/ or /es/.

☐ frequently☐ infrequently

When speaking, \_\_\_\_\_ uses and understands question words (interrogatives). (e.g., who, what, where, when, why, how)

☐ frequently☐ infrequently

When speaking, \_\_\_\_\_ uses common prepositions (*out, in, from, to, on, off, by, with for*).

☐ frequently☐ infrequently

When speaking in shared language activities, \_\_\_\_\_ produces and expands complete sentences.

☐ frequently☐ infrequently

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

Date: \_\_\_\_\_

Directions: Demonstrate commands of the conventions of standard English when writing.

## Assessment C

When writing, \_\_\_\_\_ uses nouns and verbs.

☐ frequently☐ infrequently☐ correctly☐ incorrectly

When writing, \_\_\_\_\_ uses forms plural nouns correctly by adding /s/ or /es/.

☐ frequently☐ infrequently

When writing, \_\_\_\_\_ uses question words (interrogatives). (e.g., who, what, where, when, why, how)

☐ frequently☐ infrequently

When writing, \_\_\_\_\_ uses common prepositions (*out, in, from, to, on, off, by, with for*).

☐ frequently☐ infrequently

When writing in shared language activities, \_\_\_\_\_ produces and expands complete sentences.

☐ frequently☐ infrequently



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

Date: \_\_\_\_\_

Directions: Use capital letters and punctuation properly.

## Assessment

Rewrite the sentences with the correct use of capital letters and end marks.

1. my new dog's name is Max

2. can Pat and i play the game

Write the letter for the sound you hear at the beginning of each picture. Then, try to write the full word for each picture.

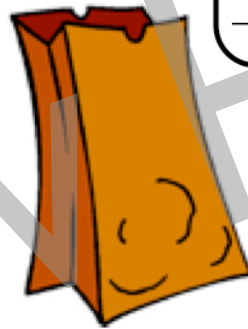
3.



4.



5.



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

Date: \_\_\_\_\_

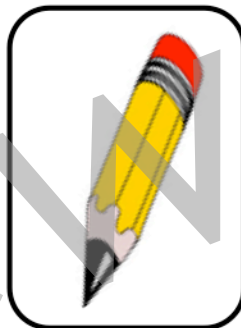
Directions: Circle the picture to match the sentence your teacher reads aloud. Teachers, please see the Answer Key for suggested sentences.

## Assessment A

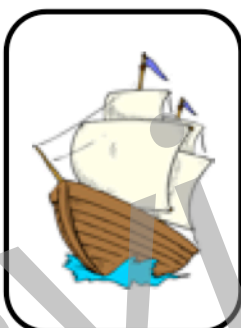
1.



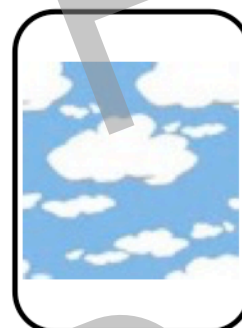
2.



3.



4.



5.



6.



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

Date: \_\_\_\_\_

Directions: Read, or listen to your teacher read, the words on the right. Match each word to the picture that shows the meaning of the word.

## Assessment B

1.



painted

2.



fearless

3.



untie

4.



buildingss

5.



recycle

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

Date: \_\_\_\_\_

Directions: Sort the objects below into the proper groups.

**Assessment A**van  
birdcat  
cabcar  
cowdog  
jetbike  
pig**animals****vehicles**bee  
drumhorn  
lemonsun  
songbaby  
buscheese  
yell**yellow things****loud things**

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

Date: \_\_\_\_\_

Directions: Match each verb to its opposite.

**Assessment B**

wake



take

smile



sit

stand



lose

give



frown

win



sleep

Directions: Choose a verb above. Draw a picture to show what the action would look like.

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

Date: \_\_\_\_\_

Directions: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.  
Record observations of students using these language examples.

## Assessment

### LIST OF WORDS AND PHRASES OBSERVED:

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---

Notes:





**K**

# Common Core State Standards

**Math Assessments**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

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

Date: \_\_\_\_\_

Directions: Ask the student to, "Count to 100 by ones beginning with the number 1." Then, follow along and check off the numbers as they say them aloud.

## Assessment - A

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

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

Date: \_\_\_\_\_

Directions: Ask the student to, "Count to 100 by tens beginning with the number 10." Then, follow along and check off the numbers as they say them aloud.

## Assessment - B

Trial 1

10	20	30	40	50
60	70	80	90	100

Trial 2

10	20	30	40	50
60	70	80	90	100

Trial 3

10	20	30	40	50
60	70	80	90	100

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

Date: \_\_\_\_\_

Directions: Count forward, in sequence, from the beginning number in each line.

## Assessment

16	17	18	19	20	21	22	23	24	25
----	----	----	----	----	----	----	----	----	----

31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----

64	65	66	67	68	69	70	71	72	73
----	----	----	----	----	----	----	----	----	----

49	50	51	52	53	54	55	56	57	58
----	----	----	----	----	----	----	----	----	----

76	77	78	79	80	81	82	83	84	85
----	----	----	----	----	----	----	----	----	----

22	23	24	25	26	27	28	29	30	31
----	----	----	----	----	----	----	----	----	----

50	51	52	53	54	55	56	57	58	59
----	----	----	----	----	----	----	----	----	----

82	83	84	85	86	87	88	89	90	91
----	----	----	----	----	----	----	----	----	----

91	92	93	94	95	96	97	98	99	100
----	----	----	----	----	----	----	----	----	-----

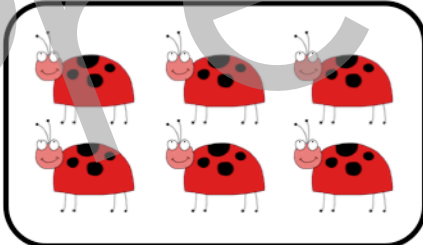
2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	----	----

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

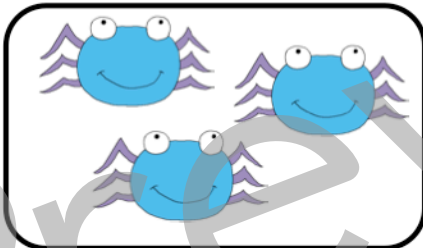
Date: \_\_\_\_\_

Directions: Count the objects below in each square, and write how many objects you count.

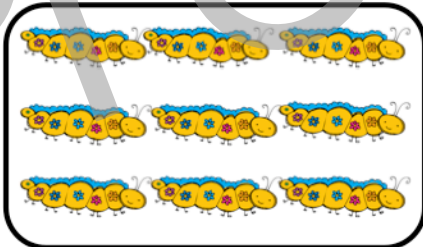
# Assessment - A



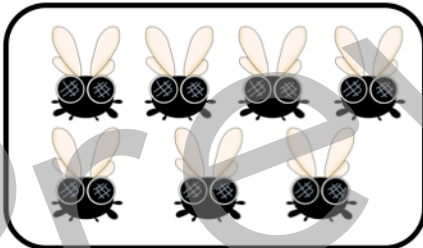
1. \_\_\_\_\_



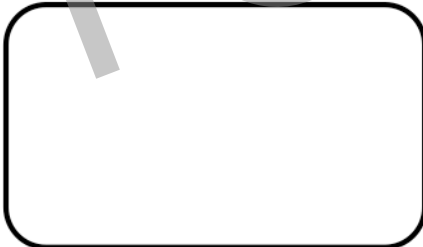
2. \_\_\_\_\_



3. \_\_\_\_\_



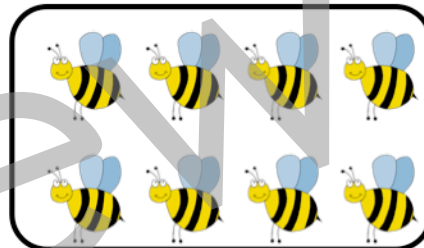
4. \_\_\_\_\_



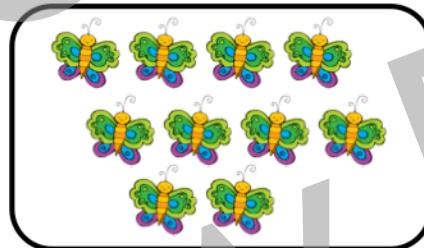
5. \_\_\_\_\_



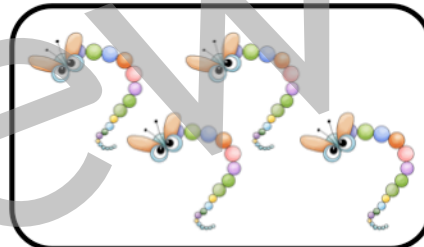
6. \_\_\_\_\_



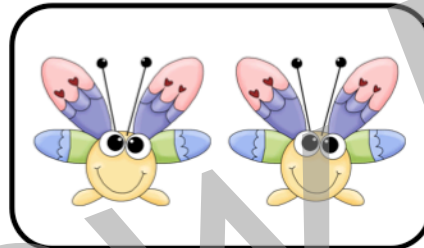
7. \_\_\_\_\_



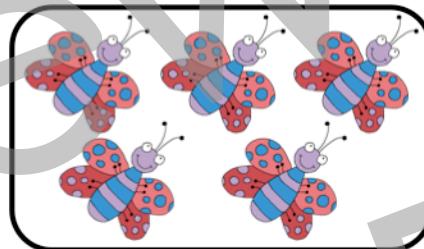
8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_

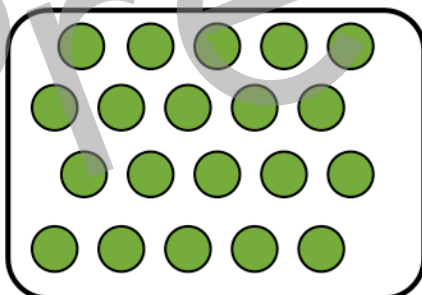


Name: \_\_\_\_\_

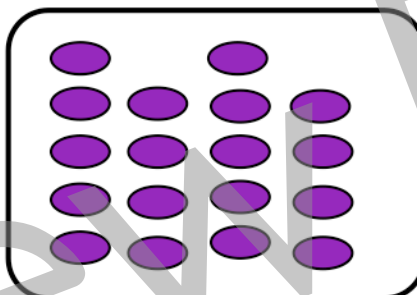
Date: \_\_\_\_\_

Directions: Count the objects below in each square, and write how many objects you count.

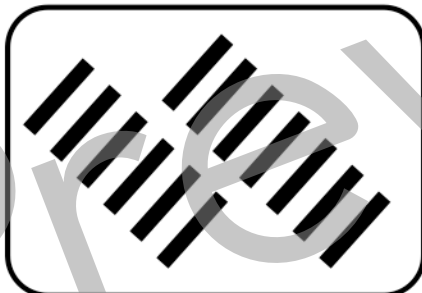
## Assessment - B



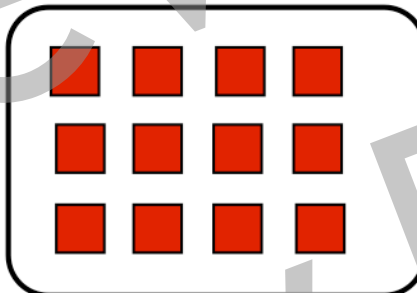
1. \_\_\_\_\_



6. \_\_\_\_\_



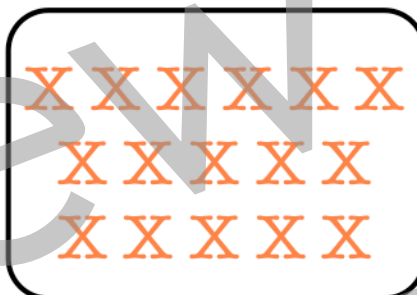
2. \_\_\_\_\_



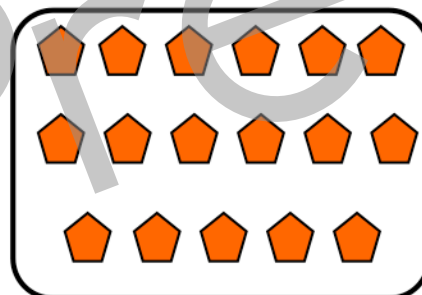
7. \_\_\_\_\_



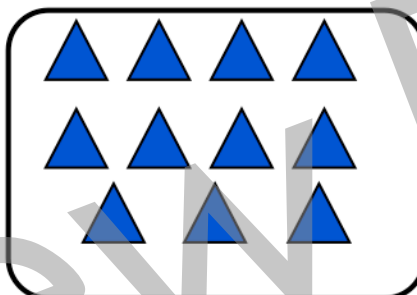
3. \_\_\_\_\_



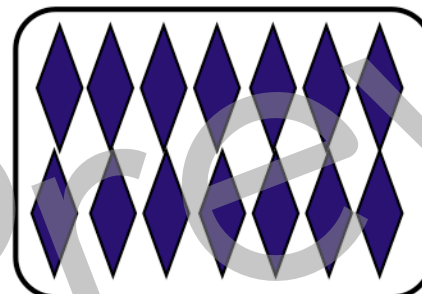
8. \_\_\_\_\_



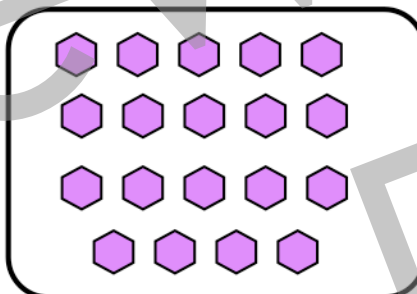
4. \_\_\_\_\_



9. \_\_\_\_\_



5. \_\_\_\_\_



10. \_\_\_\_\_



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

Date: \_\_\_\_\_

Directions: Count the objects below saying numbers in order.

## Assessment

Touch each picture and count, saying one number name for each object.

1.



2.



Touch each picture and count. Say the total number after you count the last picture.

3.



4.



Touch each picture and count. Say how many objects are in each row.

5.



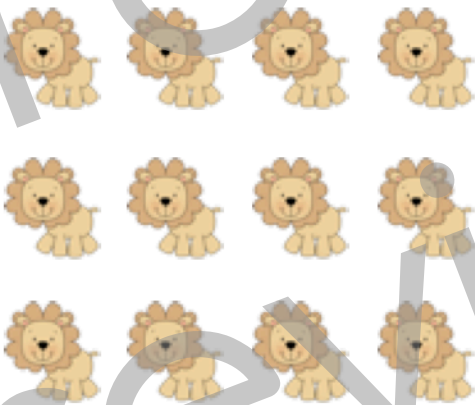
Name: \_\_\_\_\_

Date: \_\_\_\_\_

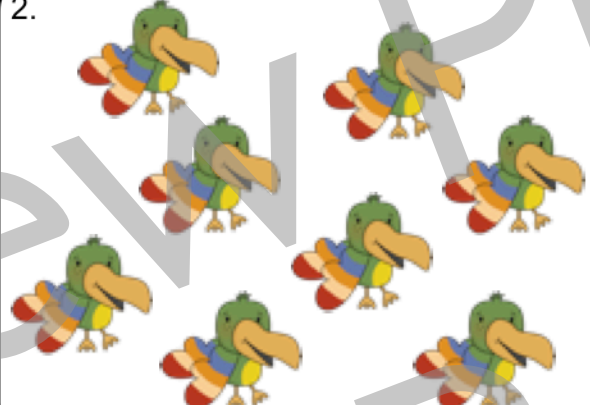
Directions: Count the objects below and tell how many there are total for each group. Make your own for number 6.

# Assessment

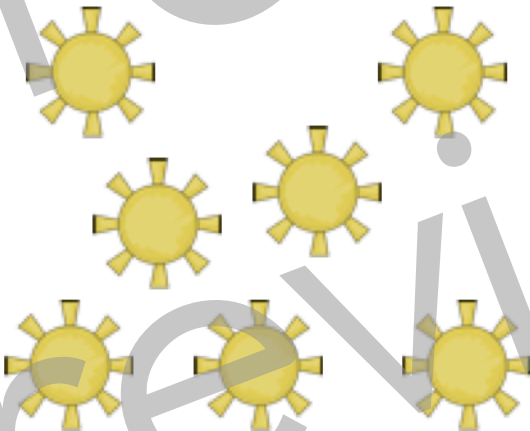
1.



2.



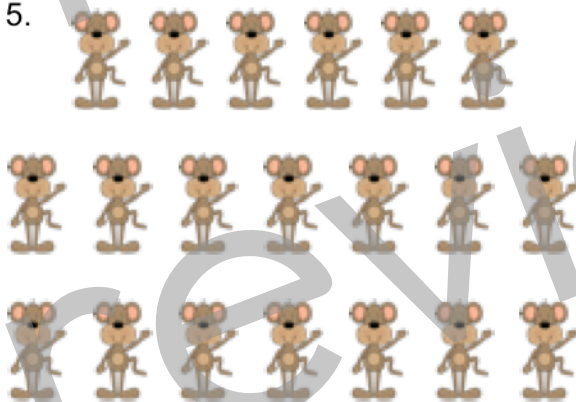
3.



4.



5.



6.



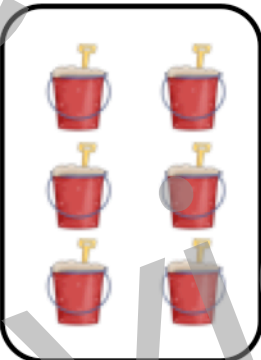
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Circle the groups that show the greater amount. If two groups have the same amount, circle the word **equal**. Draw your own problem for #6. Then decide if it is equal or not equal.

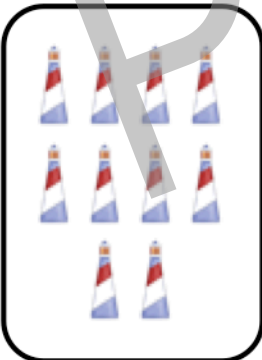
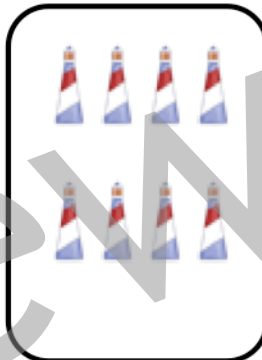
## Assessment

1.



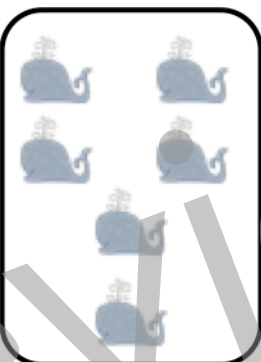
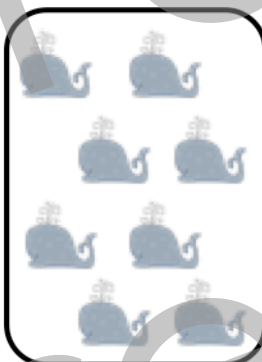
equal

2.



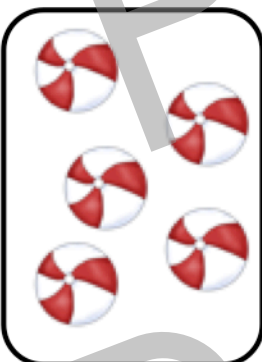
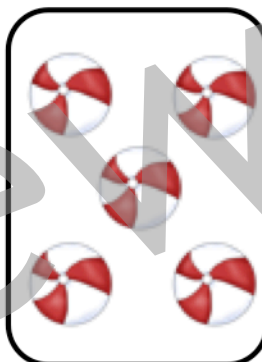
equal

3.



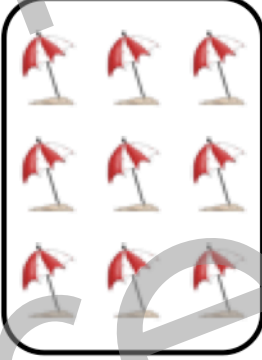
equal

4.



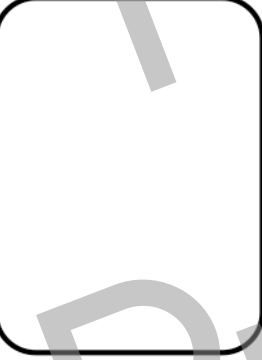
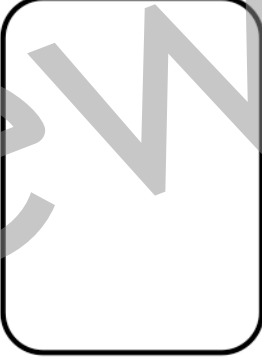
equal

5.



equal

6.



equal

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

Date: \_\_\_\_\_

Directions: Look at the numbers below. Circle the bigger number with blue. Circle the smaller number with red. If the two numbers are the same, circle them both with green. Make your own for 7 and 8.

## Assessment A

1.

5	3
---	---

2.

2	7
---	---

3.

8	8
---	---

4.

6	9
---	---

5.

1	4
---	---

6.

4	4
---	---

7.

--	--

8.

--	--

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

Date: \_\_\_\_\_

Directions: Look at the number pairs below. Circle the greater number in each pair with blue. Circle the smaller number in each pair with red. If the two numbers are equal, circle them both with green.

## Assessment B

3	8
7	2
10	3
2	2
3	8
1	9
6	9

5	9
4	4
8	9
7	6
8	2
4	5
9	9



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

Date: \_\_\_\_\_

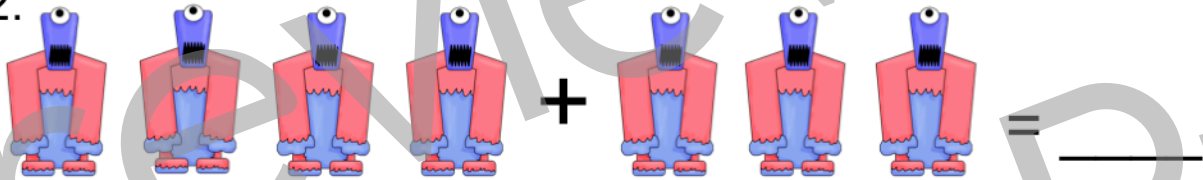
Directions: Add together each group of pictures. Give the total.

## Assessment A

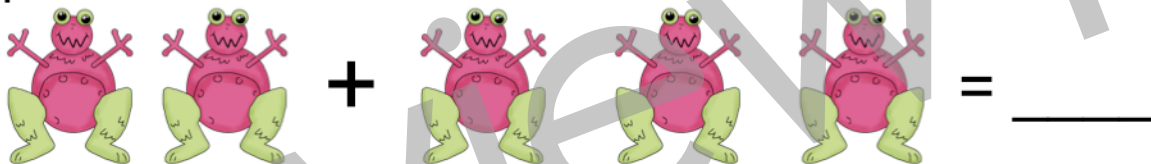
1.



2.



3.



4.



5.





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

Date: \_\_\_\_\_

Directions: Use the pictures to solve the subtraction examples. Cross out circles to find the answers.

**Assessment B**

$5 - 2 = \underline{\quad}$



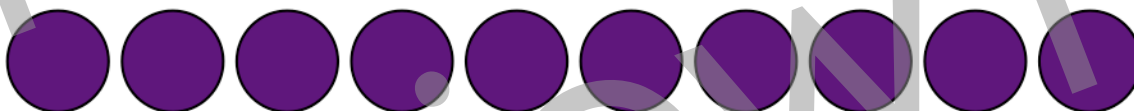
$9 - 4 = \underline{\quad}$



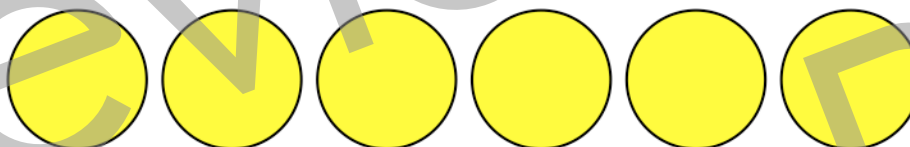
$8 - 6 = \underline{\quad}$



$10 - 7 = \underline{\quad}$



$6 - 1 = \underline{\quad}$



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

Date: \_\_\_\_\_

Directions: Solve the addition word problems below by drawing pictures or using objects.

## Assessment A

There are 7 lions sleeping in the sun and 3 zebras nearby.  
How many animals are there in total?

Mom planted 4 red roses and 5 yellow daffodils.  
How many flowers are there altogether?

Bobby painted 6 blue dots and Kareem painted 2 yellow dots.  
How many dots did they paint in all?

I saw 3 puffy clouds yesterday and see 3 wispy clouds today.  
How many clouds have I seen?

Brandon picked 2 red apples and Shannon picked 5 green apples.  
What is the total number of apples the kids picked?

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

Date: \_\_\_\_\_

Directions: Solve the subtraction word problems below by drawing pictures or using objects.

**Assessment B**

There were 9 cookies on the plate and dad ate 5.  
How many cookies were left?

8 friends were on the merry-go-round. 2 of them jumped off.  
How many friends were still on the merry-go-round?

The garden has 7 flowers. 4 of them are blue. The rest are red.  
How many of the flowers are red?

My class has 10 kids. 3 are girls.  
How many kids are boys?

Cricket has 6 legs. Praying Mantis grabbed one of them and ate it.  
How many legs does Cricket have now?

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

Date: \_\_\_\_\_

Directions: Decompose each number by drawing pictures. Then, write an equation for each number to match the pictures you drew.

## Assessment A

7

$$4 + 3 = 7$$



6

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

9

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

10

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

8

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

Date: \_\_\_\_\_

Directions: Use an orange and a blue crayon to make the ten frame match the addition problem.

**Assessment B**

1.

$$9 + 1 = 10$$

○	○	○	○	○
○	○	○	○	○

2.

$$3 + 7 = 10$$

○	○	○	○	○
○	○	○	○	○

3.

$$4 + 6 = 10$$

○	○	○	○	○
○	○	○	○	○

4.

$$8 + 2 = 10$$

○	○	○	○	○
○	○	○	○	○

5.

$$5 + 5 = 10$$

○	○	○	○	○
○	○	○	○	○

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

Date: \_\_\_\_\_

Directions: Find the number that makes 10 when added to the given number. Draw pictures to help.

## Assessment

1.  $5 + \underline{\quad} = 10$

2.  $2 + \underline{\quad} = 10$

3.  $7 + \underline{\quad} = 10$

4.  $4 + \underline{\quad} = 10$

5. What number pairs with  
0 to make 10 ?6. What number pairs with  
3 to make 10 ?7. What number pairs with  
6 to make 10 ?8. What number pairs with  
1 to make 10 ?



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

Date: \_\_\_\_\_

Directions: Fluently add the numbers below.

**Assessment A**

1.

$$3 + 2 = \underline{\quad}$$

2.

$$2 + 1 = \underline{\quad}$$

3.

$$0 + 2 = \underline{\quad}$$

4.

$$4 + 0 = \underline{\quad}$$

5.

$$2 + 2 = \underline{\quad}$$

6.

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

8

$$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$$

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

Date: \_\_\_\_\_

Directions: Fluently subtract the numbers below.

**Assessment B**

1.

$$5 - 2 = \underline{\quad}$$

2.

$$4 - 1 = \underline{\quad}$$

3.

$$3 - 2 = \underline{\quad}$$

4.

$$4 - 2 = \underline{\quad}$$

5.

$$5 - 3 = \underline{\quad}$$

6.

$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 3 \\ - 0 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

8

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

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

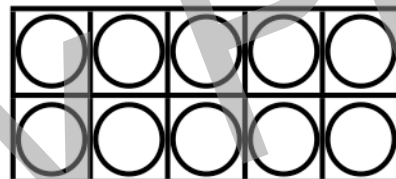
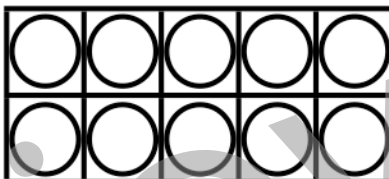
Date: \_\_\_\_\_

Directions: Complete the addition equations below. Decompose each equation by filling in the tens grids with the proper amount of circles.

## Assessment A

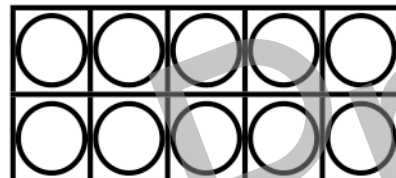
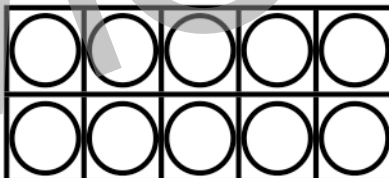
1.

$$10 + 3 = \underline{\quad}$$



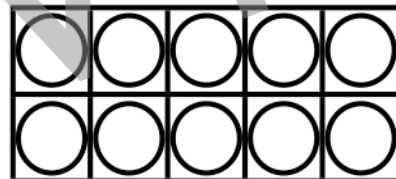
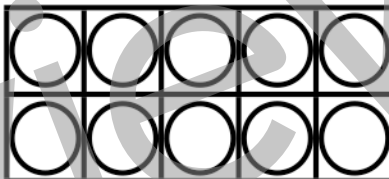
2.

$$10 + 4 = \underline{\quad}$$



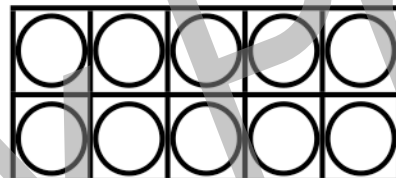
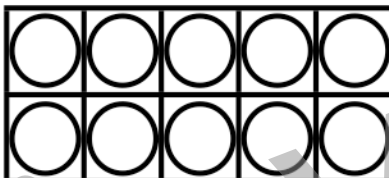
3.

$$10 + 9 = \underline{\quad}$$



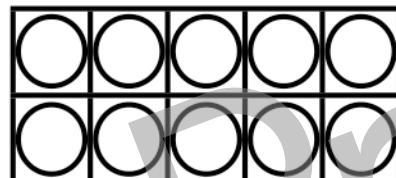
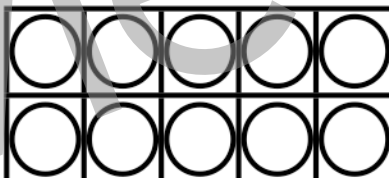
4.

$$10 + 8 = \underline{\quad}$$



5.

$$10 + 7 = \underline{\quad}$$



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

Date: \_\_\_\_\_

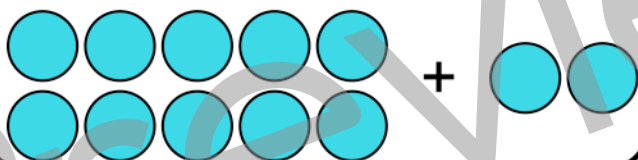
Directions: Decompose each number by drawing pictures. Then, write an equation for each number to match the pictures you drew. Make sure to use the number 10 in each equation.

## Assessment B

12

*Sample*

$$10 + 2 = 12$$



13

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

15

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

16

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

18

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

20

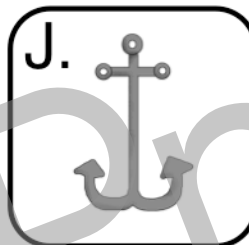
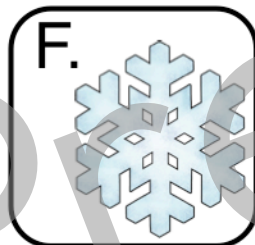
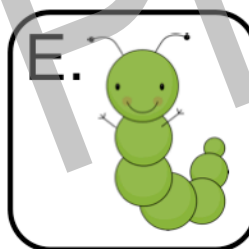
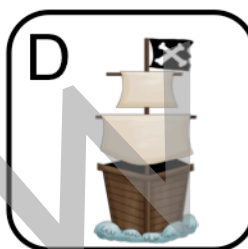
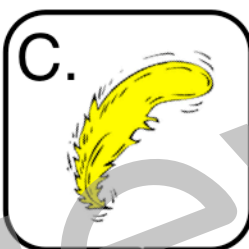
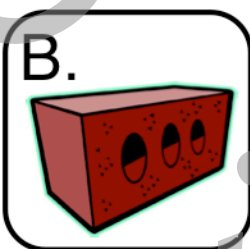
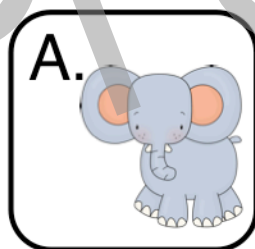
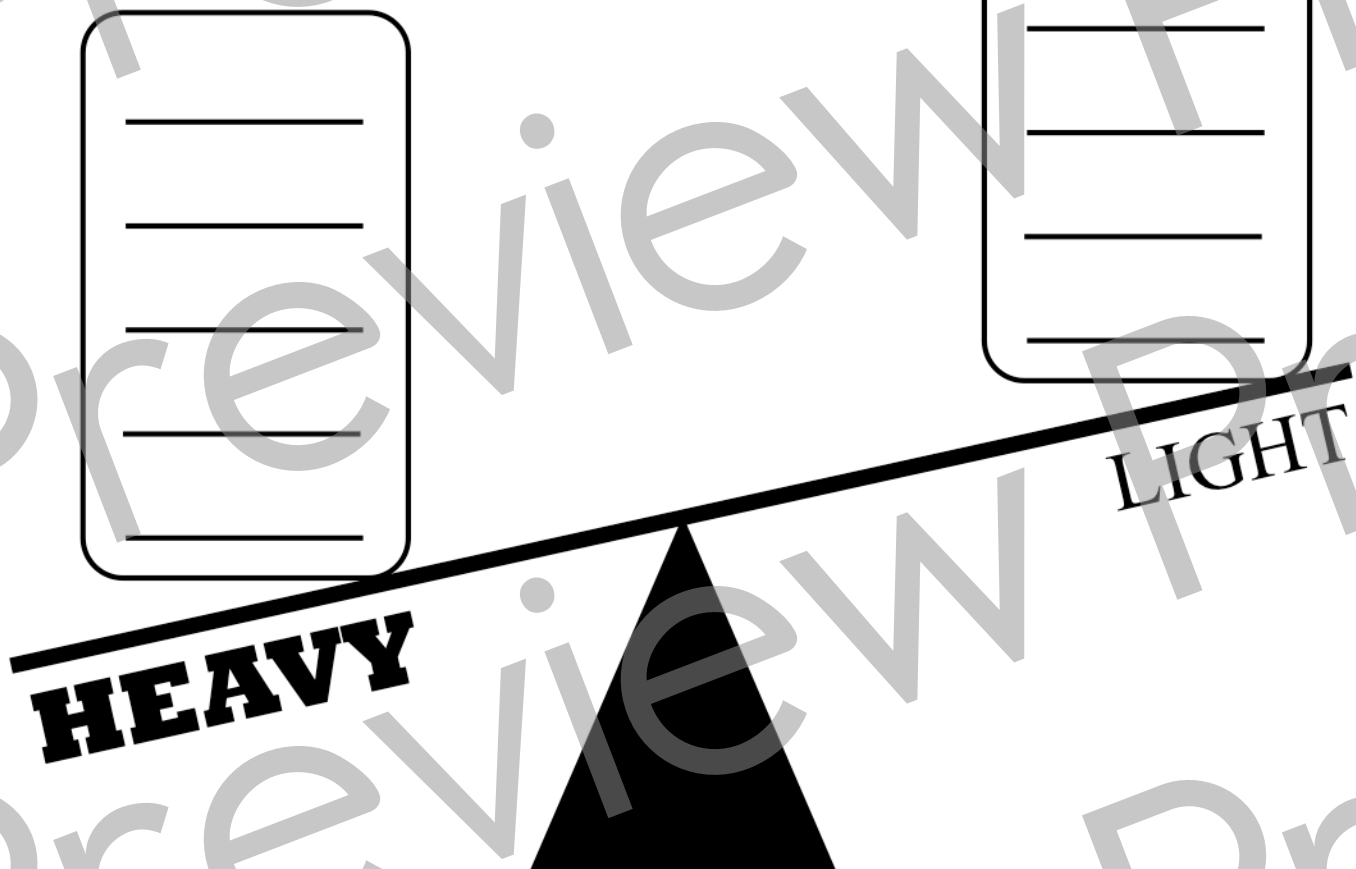
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

Date: \_\_\_\_\_

Directions: Look at each picture below. Is it heavy or light? Write the letter for the picture onto the correct part of the scale.

## Assessment

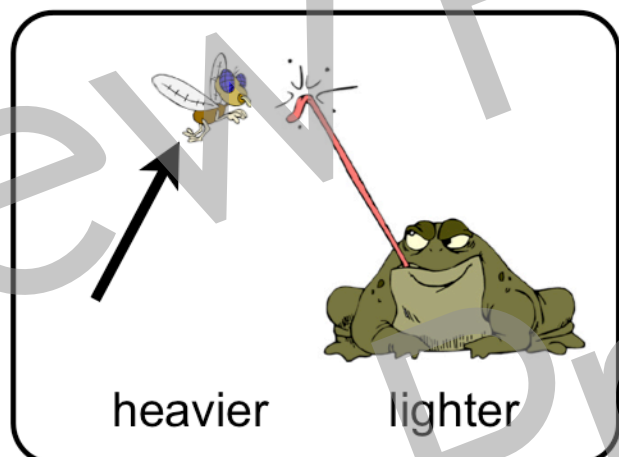
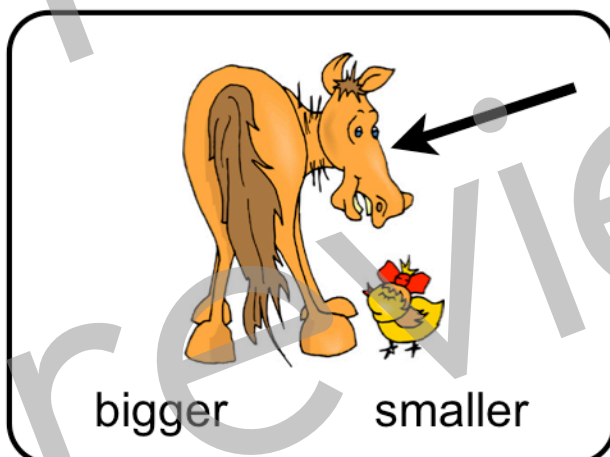
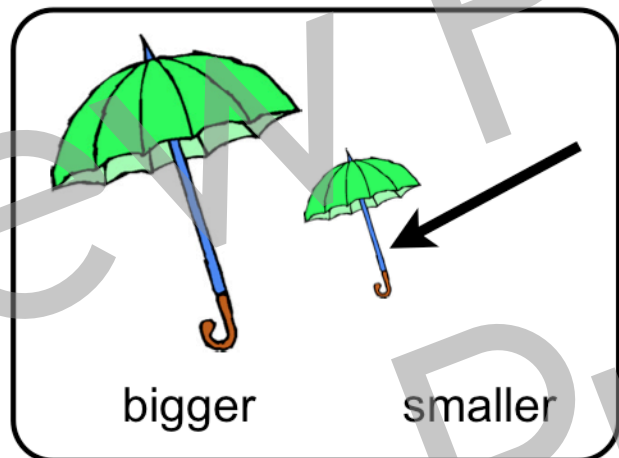
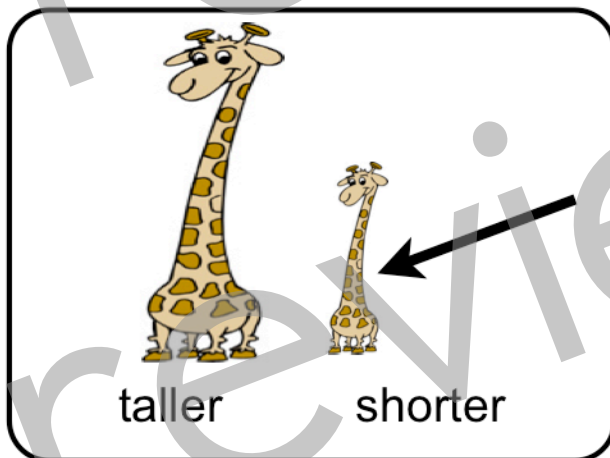
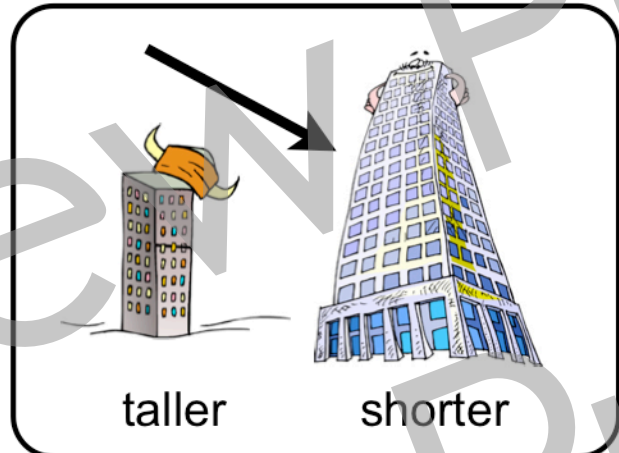
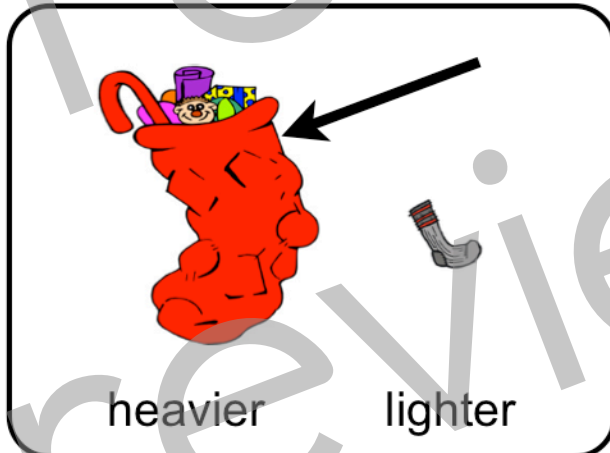


Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Look at the two pictures in each square. Circle the word that best describes the picture the arrow is pointing to.

## Assessment



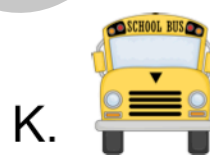


Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Sort the objects below into the proper categories by using the letters. Count and write the total number of objects in each group.

## Assessment



animals

plants

vehicles

people

The total  
number of  
animals  
is

---

The total  
number of  
plants  
is

---

The total  
number of  
vehicles  
is

---

The total  
number of  
people  
is

---

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

Date: \_\_\_\_\_

Directions: Choose a word from the box to describe where the ball is located in relation to the frog.  
For example: The ball is \_\_\_\_\_ the frog.

## Assessment

above

below

beside

in front of

behind

next to

Where is the ball?

1.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.



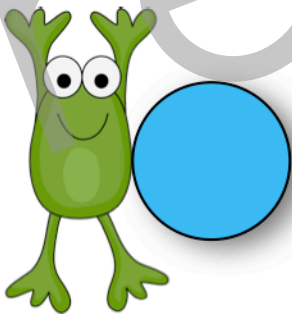
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.



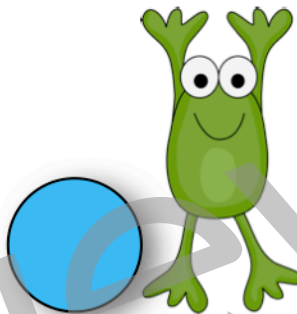
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

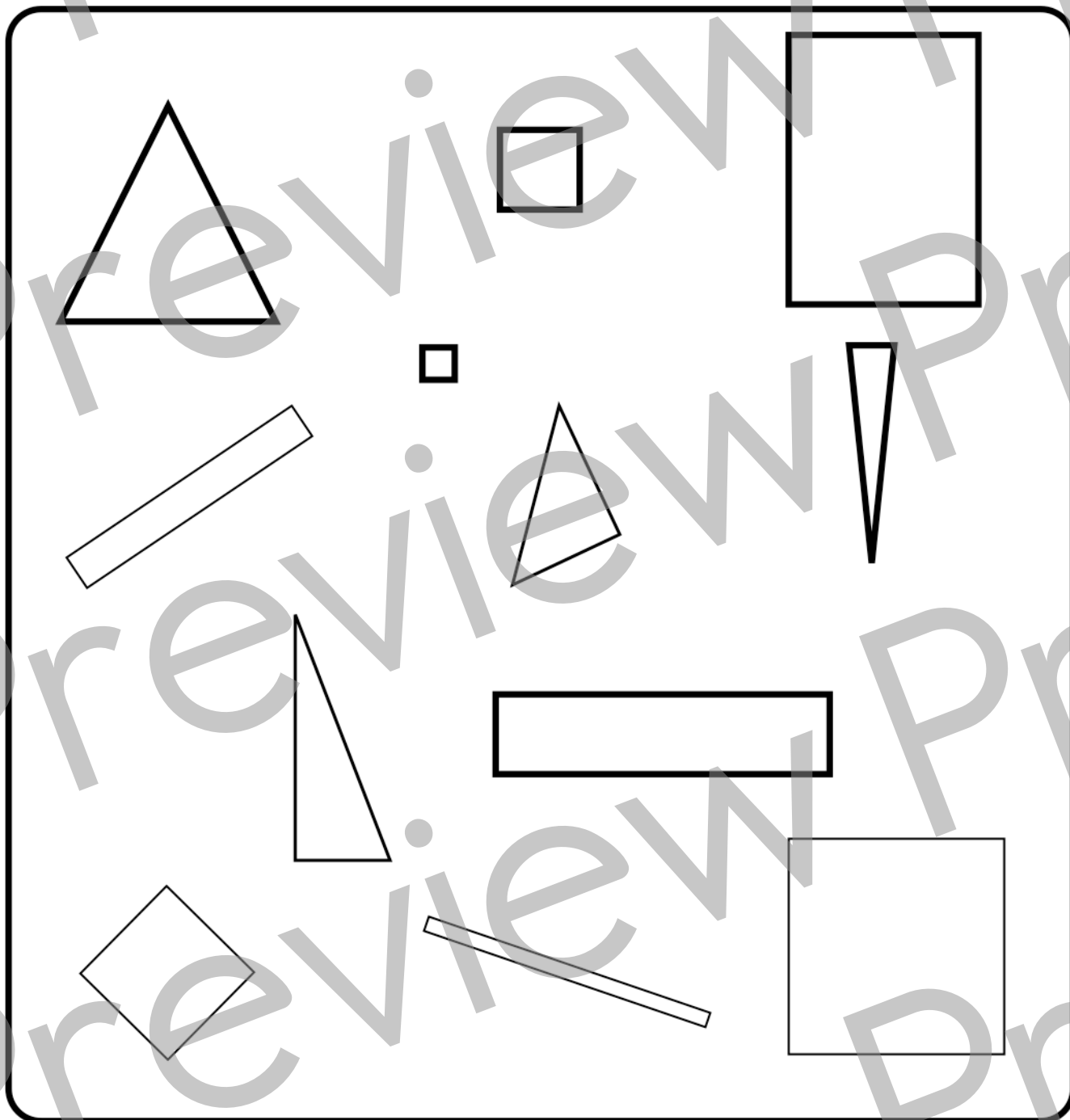
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Color each shape the correct color.

## Assessment

Color all the **triangles** red.  
Color all the **squares** blue.  
Color all the **rectangles** green.



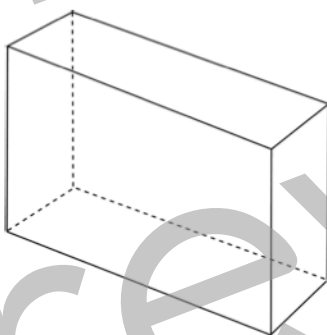
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Fill in the correct bubble to choose 2-Dimensional or 3-Dimensional for each shape.

## Assessment A

1.



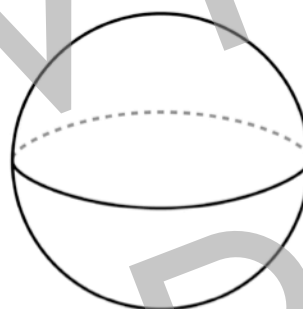
- ☐ 2-Dimensional  
☐ 3-Dimensional

2.



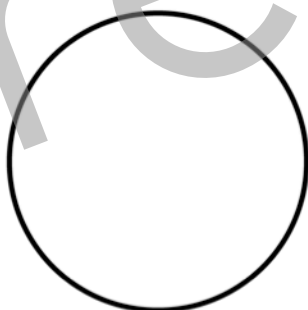
- ☐ 2-Dimensional  
☒ 3-Dimensional

3.



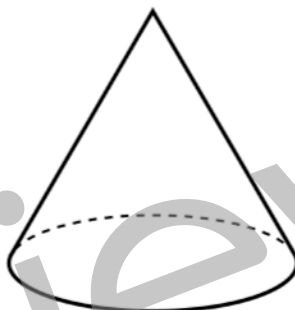
- ☐ 2-Dimensional  
☐ 3-Dimensional

4.



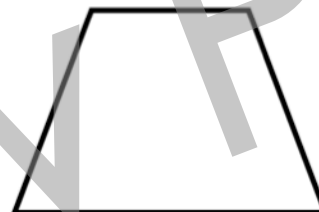
- ☐ 2-Dimensional  
☐ 3-Dimensional

5.



- ☐ 2-Dimensional  
☐ 3-Dimensional

6.



- ☐ 2-Dimensional  
☐ 3-Dimensional

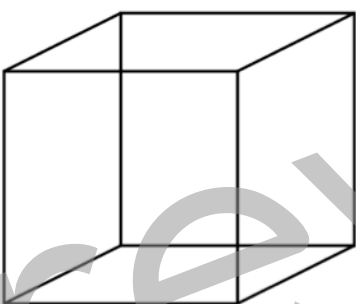
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Fill in the correct bubble to choose 2-Dimensional or 3-Dimensional for each shape.

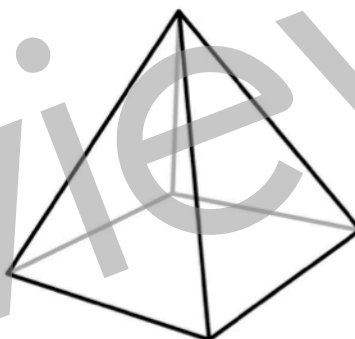
## Assessment B

1.



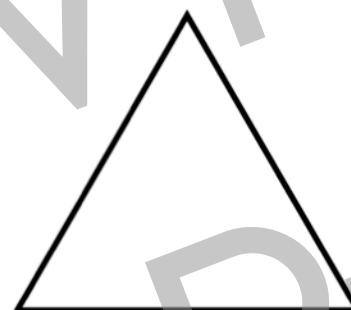
- ☐ 2-Dimensional  
☐ 3-Dimensional

2.



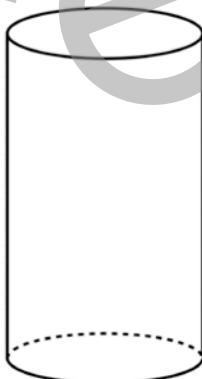
- ☐ 2-Dimensional  
☒ 3-Dimensional

3.



- ☐ 2-Dimensional  
☐ 3-Dimensional

4.



- ☐ 2-Dimensional  
☐ 3-Dimensional

5.



- ☐ 2-Dimensional  
☐ 3-Dimensional

6.



- ☐ 2-Dimensional  
☐ 3-Dimensional

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

Date: \_\_\_\_\_

Directions: Look at the shapes below. Are they flat or solid? Do they have corners, or no corners? Write the letter for each shape into the proper category. Then write the total number of shapes in each category.

## Assessment

A.



B.



C.



D.



E.



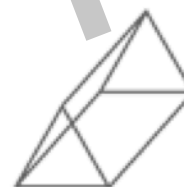
F.



G.



H.



I.



J.



K.



L.



Flat Shapes

Has Corners

No Corners

Solids

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---

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---

The total  
number of flat  
shapes  
is

---

The total  
number of  
shapes with  
corners  
is

---

The total  
number of  
shapes with  
no corners  
is

---

The total  
number of  
solids  
is

---



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

Date: \_\_\_\_\_

Directions: Your teacher will provide you with materials to construct shapes. Use these materials to make 2-dimensional and 3-dimensional shapes.

## Assessment

Circle the materials you used to construct your shapes.

straws   twist ties   pipe cleaners   craft sticks   clay   paper   toothpicks

\_\_\_\_\_

Here is a 2-dimensional shape  
that I made.

It is a \_\_\_\_\_.

My shape has \_\_\_\_\_ corners.

My shape has \_\_\_\_\_ sides.

My shape has \_\_\_\_\_ curves.

My shape has \_\_\_\_\_ flat surfaces.

Here is a 3-dimensional shape  
that I made.

It is a \_\_\_\_\_.

My shape has \_\_\_\_\_ corners.

My shape has \_\_\_\_\_ sides.

My shape has \_\_\_\_\_ curves.

My shape has \_\_\_\_\_ flat surfaces.

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

Date: \_\_\_\_\_

Directions: Use pattern or attribute blocks, or other shapes, to create new shapes. Connect triangles, squares, rectangles, rhombuses, and other 2-dimensional shapes to make larger shapes. What shapes did you use to make a new shape? Draw and label your shapes below.

## Assessment A

The shape I made is a \_\_\_\_\_.

The shapes I used are \_\_\_\_\_.

The shape I made is a \_\_\_\_\_.

The shapes I used are \_\_\_\_\_.

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

Date: \_\_\_\_\_

Directions: Using straws and twist ties, construct 2-dimensional shapes. Then, connect these 2-dimensional shapes together to create various 3-dimensional shapes. Draw some of the shapes you created. What 2-dimensional shapes did you use?

## Assessment B

The shape I made is a \_\_\_\_\_.

The shapes I used are \_\_\_\_\_.

The shape I made is a \_\_\_\_\_.

The shapes I used are \_\_\_\_\_.



**K**

# Common Core State Standards

**Progress Reports**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.K.1	/ 4
RL.K.2	/ 9
RL.K.3	/ 6
RL.K.4	/ 4
RL.K.5	/ 6
RL.K.6	/ 8
RL.K.7	/ 6
RL.K.9	/ 8
RL.K.10	/ 8

Standard	Grade
RI.K.1	/ 5
RI.K.2	/ 6
RI.K.3	/ 8
RI.K.4	/ 4
RI.K.5	/ 4
RI.K.6	/ 4
RI.K.7	/ 4
RI.K.8	/ 6
RI.K.9	/ 4
RI.K.10	/ 8

Standard	Grade
RF.K.1 A	/ 5
RF.K.1 B	/ 52
RF.K.2 A	/ 13
RF.K.2 B	/ 14
RF.K.3 A	/ 10
RF.K.3 B	/ 10
RF.K.3 C	/ 16
RF.K.4	/ 16

Standard	Grade
W.K.1 1 & 2	/ 10
W.K.2 1 & 2	/ 10
W.K.3 1 & 2	/ 10
W.K.5	/ 10
W.K.6	/ 12
W.K.7	/ 10
W.K.8	/ 8

Standard	Grade
SL.K.1	/ 8
SL.K.2	/ 5
SL.K.3	/ 12
SL.K.4	/ 7
SL.K.5	/ 8
SL.K.6	/ 6

Standard	Grade
L.K.1 A	/ 24
L.K.1 B	/ 6
L.K.1 C	/ 6
L.K.2	/ 8
L.K.4 A	/ 6
L.K.4 B	/ 5
L.K.5 A	/ 20
L.K.5 B	/ 6
L.K.5	/ 10

**NOTES:**

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

Use this form to keep track of progress and grades.

Standard	Grade
K.CC.1 A	/ 100
K.CC.1 B	/ 30
K.CC.2	/ 10
K.CC.3 A	/ 11
K.CC.3 B	/ 10
K.CC.4	/ 10
K.CC.5	/ 6
K.CC.6	/ 6
K.CC.7 A	/ 8
K.CC.7 B	/ 14

Standard	Grade
K.OA.1 A	/ 5
K.OA.1 B	/ 5
K.OA.2 A	/ 5
K.OA.2 B	/ 5
K.OA.3 A	/ 10
K.OA.3 B	/ 10
K.OA.4 A	/ 10
K.OA.4 B	/ 10

Standard	Grade
K.NBT.1 A	/ 10
K.NBT.1 B	/ 10

Standard	Grade
K.MD.1	/ 10
K.MD.2	/ 6
K.MD.3	/ 16

Standard	Grade
K.G.1	/ 6
K.G.2	/ 12
K.G.3 A	/ 6
K.G.3 B	/ 6
K.G.4	/ 28
K.G.5	/ 12
K.G.6 A	/ 10
K.G.6 B	/ 10

NOTES:





**K**

# Common Core State Standards

**Blank Progress Reports**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**

**NAME:** \_\_\_\_\_

Use this form to keep track of progress and grades.

Standard	Grade
RL.K.1	
RL.K.2	
RL.K.3	
RL.K.4	
RL.K.5	
RL.K.6	
RL.K.7	
RL.K.9	
RL.K.10	

Standard	Grade
RI.K.1	
RI.K.2	
RI.K.3	
RI.K.4	
RI.K.5	
RI.K.6	
RI.K.7	
RI.K.8	
RI.K.9	
RI.K.10	

Standard	Grade
RF.K.1 A	
RF.K.1 B	
RF.K.2 A	
RF.K.2 B	
RF.K.3 A	
RF.K.3 B	
RF.K.3 C	
RF.K.4	

Standard	Grade
W.K.1 1 & 2	
W.K.2 1 & 2	
W.K.3 1 & 2	
W.K.5	
W.K.6	
W.K.7	
W.K.8	

Standard	Grade
SL.K.1	
SL.K.2	
SL.K.3	
SL.K.4	
SL.K.5	
SL.K.6	

Standard	Grade
L.K.1 A	
L.K.1 B	
L.K.1 C	
L.K.2	
L.K.4 A	
L.K.4 B	
L.K.5 A	
L.K.5 B	
L.K.5	

**NOTES:**

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

Use this form to keep track of progress and grades.

Standard	Grade
K.CC.1 A	
K.CC.1 B	
K.CC.2	
K.CC.3 A	
K.CC.3 B	
K.CC.4	
K.CC.5	
K.CC.6	
K.CC.7 A	
K.CC.7 B	

Standard	Grade
K.OA.1 A	
K.OA.1 B	
K.OA.2 A	
K.OA.2 B	
K.OA.3 A	
K.OA.3 B	
K.OA.4 A	
K.OA.4 B	

Standard	Grade
K.NBT.1 A	
K.NBT.1 B	

Standard	Grade
K.MD.1	
K.MD.2	
K.MD.3	

Standard	Grade
K.G.1	
K.G.2	
K.G.3 A	
K.G.3 B	
K.G.4	
K.G.5	
K.G.6 A	
K.G.6 B	

NOTES:



**K**

# Common Core State Standards

**English Answer Keys**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**



**Reading: Literature****RL.K.1 Assessment**

Answers will vary. Sample answers:

1. She says camping is fun. She says roasting marshmallows is fun. She likes to bait the hooks when they fish.
2. She cooks hot dogs and hamburgers.
3. Her dad fishes with her.
4. Possible questions include:  
Where does the girl sleep?  
What does she like to catch at night?  
Who pushes her on the swings?

**RL.K.2 Assessment**

Answers will vary but should indicate an understanding of the beginnings, middle, and end of the story read.

**RL.K.3 Assessment**

Answers will vary but should indicate an understanding of the characters, setting, and big event of the story read.

**RL.K.4 Assessment**

Answers will vary. Sample answers:

1. Succulent may mean juicy.
2. Slick may mean slippery, smooth.
3. Immense may mean large, huge, big.
4. Spiky may mean pointy, sharp.

**RL.K.5 Assessment**

1. Informational
2. Storybook
3. Poetry
4. Cookbook
5. Magazine
6. Fairytale

**RL.K.6 Assessment**

TITLE: Click, Clack, Moo Cows That Type

AUTHOR: Dorreen Cronin

ILLUSTRATOR: Betsey Lewin

TITLE: Don't Let the Pigeon Drive the Bus!

AUTHOR: Mo Willems

ILLUSTRATOR: Mo Willems

Sample answers for bottom questions:

The author's job is to write the story (words).

The illustrator's job is to make the pictures.

**RL.K.7 Assessment**

Answers will vary, but student should understand how the illustration helps tell the story.

**RL.K.9 Assessment**

Answers may vary. Students should describe how the boy and tree react with one another in the story.

Then students should explain a way that the events are the same and different from each other.

**RL.K.10 Assessment**

Record student behavior as they read in a small group and respond to what they have read/heard.

## Reading: Informational Text

## RI.K.1 Assessment

1. Otters are mammals.
2. You might find an otter along rivers, streams, bogs, and other waterways.
3. An otter's fur is thick to keep it warm.
4. An otter might eat fish, shelled-animals, snakes, frogs, and insects.
5. *Answers may vary.*

## RI.K.2 Assessment

*Answers may vary... Sample Answers:*

**Main Topic:** Winter is a fun season.

Detail: it snows

Detail: go sledding

Detail: throw snowballs

Detail: ice skate

Detail: hot chocolate

## RI.K.3 Assessment

*Answers may vary.*

Students should describe how the boy and tree act towards each other throughout the story.

Explain a way that the boy and tree are the same and different from each other.

## RI.K.4 Assessment

*Answers may vary... Sample Answers:*

1. Essential: important, necessary, needed.
2. Spotless: clean, not dirty.
3. Scrumptious: delicious, tasty, yummy.
4. Fractured: broken, split, in pieces.

## RI.K.5 Assessment

1. Page
2. Front Cover
3. Back Cover
4. Page

## RI.K.6 Assessment

*Answers may vary... Sample Answers:*

**The author of the book is:** Laura Numeroff

The author's job is to write a story to entertain, inform, or persuade.

**The illustrator of the book is:** Felicia Bond

The illustrator's job is to draw pictures that help the reader better enjoy and understand the story.

## RI.K.7 Assessment

*Answers may vary... Sample Answers:*

**Left Book:** The water shows what saliva does.

**Right Book:** The quilt is being used as an umbrella or tent.

## RI.K.8 Assessment

1. Pal is a small dog with a soft bark
2. Taking Pal for walks would be fun.
3. She'd train Pal.
4. She'd pick up the toys.
5. She'd pick up the fur.
6. She'd always have a friend to play with.

## RI.K.9 Assessment

*Answers may vary... Sample Answers:*

**Similar:** Both tell the reader about ribs. The text tells that ribs protect organs. Both have an illustration.

**Different:** One has more detailed information than the other. One illustration is a drawing, the other is a photograph.

## RI.K.10 Assessment

*Use this rubric to assess students.*



**Reading: Foundational Skills****RF.K.1 Assessment A**

1. Student reads the sentence correctly from left to right.
2. Student correctly writes: "The pig went in the mud." with accurate spacing.
3. Student writes spoken words using logical letter sequences.

**RF.K.1 Assessment B**

Student recognizes all upper- and lower-case letters.

**RF.K.2 Assessment A**

1. Match the pictures...

hat	<del>bed</del>
wig	<del>cat</del>
red	<del>pig</del>

2. Write the sounds...

b u g	s u n
d o g	m o p

**RF.K.2 Assessment B**

Answers may vary... Sample Answers:

1. Make new words...

<b>B</b> best	<b>D</b> date	dock
<b>G</b> gate	<b>T</b> tock	test
<b>S</b> sock	<b>R</b> rate	rock rest
<b>L</b> late lock	<b>P</b> pest	

2. Make new words...

rot	rug
hot	bug
pot	mug
lot	hug

**RF.K.3 Assessment A**

Student can read words shown and correspond each letter with a sound.

**RF.K.3 Assessment B**

Student can read high frequency words.

**RF.K.3 Assessment C**

- |                 |                 |
|-----------------|-----------------|
| 1. long         | 6. shirt        |
| 2. long         | 7. long         |
| 3. short        | 8. long         |
| 4. long         | 9. short        |
| 5. short        | 10. short       |
| 11. the e and o | 14. the n and r |
| 12. the a and e | 15. the e and a |
| 13. the g and p | 16. the y and n |

**RF.K.4 Assessment**

Record students' reading levels and areas of concern.

**Writing****W.K.1 Assessment - Pages 1 & 2**

Responses will vary.

Page 1 should express an opinion about a favorite book.

Page 2 should have a picture that is inspired by the story.

**W.K.2 Assessment - Pages 1 & 2**

Responses will vary.

Page 1 should explain a topic.

Page 2 should be an illustration that supports what is written on page 1.

**W.K.3 Assessment - Pages 1 & 2**

Responses will vary.

Page 1 should tell about an event.

Page 2 should be an illustration that supports what is written on page 1.

**W.K.5 Assessment**

Record student behavior while working with peers when writing.

**W.K.6 Assessment**

Record the class's use of digital writing tools.

**W.K.7 Assessment**

Record student behavior while working with peers on shared research projects.

**W.K.8 Assessment**

Record student responses when answering a question.

**Speaking and Listening****SL.K.1 Assessment**

Record student behavior while working with a group.

**SL.K.2 Assessment**

Responses will vary but should reflect understanding of the story read to student.

**SL.K.3 Assessment**

Record student behavior while asking questions.

**SL.K.4 Assessment**

Responses will vary, but words chosen should accurately describe a person or character.

**SL.K.5 Assessment**

Responses will vary, but words chosen should accurately describe the picture drawn.

**SL.K.6 Assessment**

Responses will vary, but should have good examples of clear speaking.

## Language

**L.K.1 Assessment A**

Read the letters in this order:

B R T P  
S C K H  
A F M W  
  
j p b d  
q n m h  
o a e i

**L.K.4 Assessment B**

1. ~~\_\_\_\_\_~~ painted
2. ~~\_\_\_\_\_~~ fearless
3. ~~\_\_\_\_\_~~ untie
4. ~~\_\_\_\_\_~~ buildings
5. ~~\_\_\_\_\_~~ recycle

**L.K.1 Assessment B**

Use the rubric to assess students in the standard.

**L.K.1 Assessment C**

Use the rubric to assess students in the standard.

**L.K.2 Assessment**

1. My new dog's name is Max.
2. Can Pat and I play the game?
3. c (or k)      4. j      5. b  
cup                  jet                  bag

**L.K.4 Assessment A**

Sample sentences to read:

1. Make sure you **duck** if the ball comes your way.
2. Sarge **led** the scouts on the trail.
3. Sam had a toy **sale** at school.
4. The wind **blew** the leaves off the tree.
5. Bart will **sow** his seeds this April.
6. Grab your **bat** so we can play ball.

Answers:

1. right picture      2. right picture
3. left picture      4. left picture
5. left picture      6. left picture

**L.K.5 Assessment A**animals

cat  
dog  
bird  
cow  
pig

vehicles

van  
car  
bike  
cab  
jet

yellow things

bee  
sun  
cheese  
lemon  
bus

loud things

horn  
drum  
baby  
song  
yell

**L.K.5 Assessment B**

wake      take  
smile      sit  
stand      lose  
give      frown  
win      sleep

At the bottom, draw a picture of one of the verbs.

**L.K.6 Assessment**

Record acquired words and phrases observed being used by the student. Students should exhibit use of language learned, heard, and read over time.



**K**

# Common Core State Standards

**Math Answer Keys**

**Grade K**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that assess every standard!**



Counting and Cardinality

**K.CC.1 Assessment A**

Record student counting from 1 to 100. Mark off incorrect or skipped numbers. Score out of 100.

**K.CC.1 Assessment B**

Students count from 10-100 by tens aloud and are scored based on how many numbers they count. Add up scores from all 3 trials.

**K.CC.2 Assessment**

Students get 1 point for completing each of the following tasks:

1. Student can count from 16-25.
2. Student can count from 31-40.
3. Student can count from 64-73.
4. Student can count from 49-58.
5. Student can count from 76-85.
6. Student can count from 22-31.
7. Student can count from 50-59.
8. Student can count from 82-91.
9. Student can count from 91-100.
10. Student can count from 2-11.

**K.CC.3 Assessments A & B**

**Assessment A**

1. 6
2. 3
3. 9
4. 7
5. 0
6. 1
7. 8
8. 10
9. 4
10. 2
11. 5

**Assessment B**

1. 20
2. 13
3. 15
4. 17
5. 14
6. 18
7. 12
8. 16
9. 11
10. 19
- no number 11

**K.CC.4 Assessment**

Count and then say the total (repeat last):

1. 1,2,3,4,5,6,7,8,9 (9)
2. 1,2,3,4,5,6,7,8,9,10,11,12 (12)
3. 1,2,3,4,5,6,7 (7)
4. 1,2,3,4,5,6,7,8,9,10,11,12,13, 14,15,16,17 (17)
5. 1 (1)  
1,2 (2)  
1,2,3 (3)  
1,2,3,4 (4)  
1,2,3,4,5 (5)  
1,2,3,4,5,6 (6)

**K.CC.5 Assessment**

- |       |                        |
|-------|------------------------|
| 1. 12 | 2. 8                   |
| 3. 7  | 4. 16                  |
| 5. 20 | 6. <i>answers vary</i> |

**K.CC.6 Assessment**

- |                           |                        |
|---------------------------|------------------------|
| 1. circle equal           | 2. circle right        |
| 3. circle left group of 8 | 4. circle equal        |
| 5. circle left group of 9 | 6. <i>answers vary</i> |

**K.CC.7 Assessment A**

- |                        |                        |
|------------------------|------------------------|
| 1. blue 5, red 3       | 2. red 2, blue 7       |
| 3. green 8, green 8    | 4. red 6, blue 9       |
| 5. red 1, blue 4       | 6. green 4, green 4    |
| 7. <i>answers vary</i> | 8. <i>answers vary</i> |

**K.CC.7 Assessment B**

**left column**

- red 3, blue 8  
blue 7, red 2  
blue 10, red 3  
green 2, green 2  
red 3, blue 8  
red 1, blue 9  
red 6, blue 9

**right column**

- red 5, blue 9  
green 4, green 4  
red 8, blue 9  
blue 7, red 6  
blue 8, red 2  
red 4, blue 5  
green 9, green 9



Operations and Algebraic Thinking

K.OA.1 Assessment A

1.  $4 + 5 = 9$
2.  $4 + 3 = 7$
3.  $2 + 3 = 5$
4.  $6 + 2 = 8$
5.  $3 + 3 = 6$

K.OA.1 Assessment B

1.  $5 - 2 = 3$
2.  $9 - 4 = 5$
3.  $8 - 6 = 2$
4.  $10 - 7 = 3$
5.  $6 - 1 = 5$

K.OA.2 Assessment A

1.  $7 + 3 = 10$
2.  $4 + 5 = 9$
3.  $6 + 2 = 8$
4.  $3 + 3 = 6$
5.  $2 + 5 = 7$

K.OA.2 Assessment B

1.  $9 - 5 = 4$
2.  $8 - 2 = 6$
3.  $7 - 4 = 3$
4.  $10 - 3 = 7$
5.  $6 - 1 = 5$

K.OA.3 Assessment A

Answers will vary, but the addends should add up properly to the numbers shown in the corners of the boxes.

K.OA.3 Assessment B



Possible answers are shown, but colors might be flip-flopped.

K.OA.4 Assessment

- |       |      |
|-------|------|
| 1. 5  | 2. 8 |
| 3. 3  | 4. 6 |
| 5. 10 | 6. 7 |
| 7. 4  | 8. 9 |

K.OA.5 Assessment A

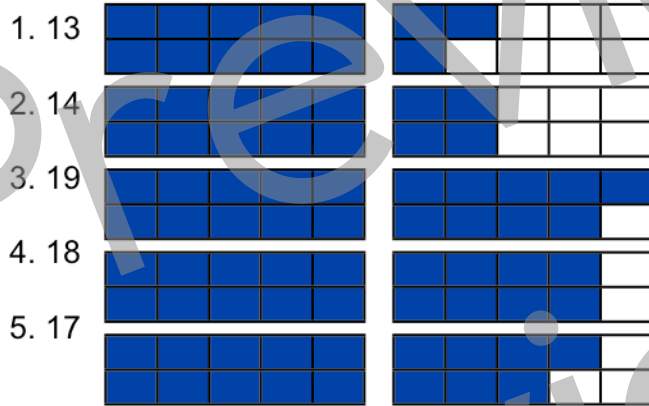
1. 5
2. 3
3. 2
4. 4
5. 4
6. 5
7. 4
8. 5
9. 2
10. 3

K.OA.5 Assessment B

1. 3
2. 3
3. 1
4. 2
5. 2
6. 0
7. 3
8. 1
9. 4
10. 1

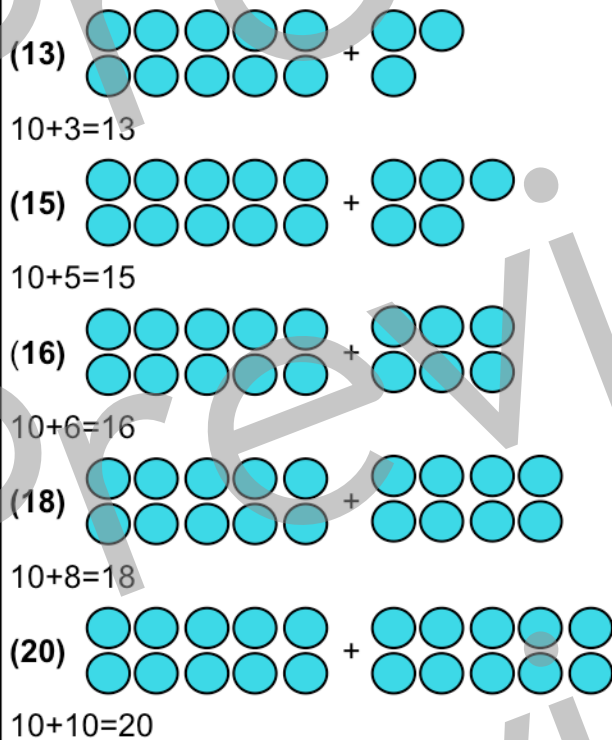
Numbers and Operations in Base Ten

K.NBT.1 Assessment A



Colors may vary.

K.NBT.1 Assessment B



Colors and arrangement may vary, but the addends should be the same.

Measurement and Data

K.MD.1 Assessment

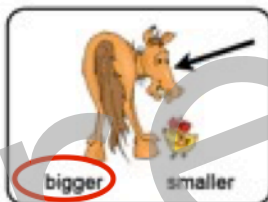
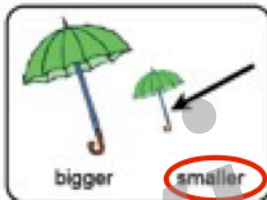
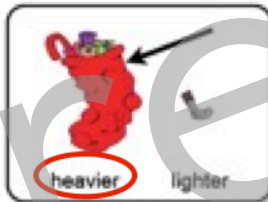
A  
B  
D  
H  
J

HEAVY

C  
E  
F  
G  
I

LIGHT

K.MD.2 Assessment



K.MD.3 Assessment

animals

C  
F  
I

The total  
number of  
animals  
is  
3

plants

G  
J  
L

The total  
number of  
plants  
is  
3

vehicles

D  
E  
K

The total  
number of  
vehicles  
is  
3

people

A  
B  
H

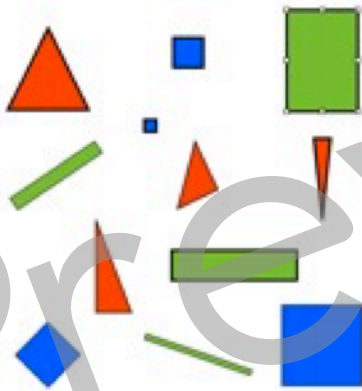
The total  
number of  
people  
is  
3

Geometry

K.G.1 Assessment

1. below
2. in front of
3. behind
4. next to
5. beside
6. above

K.G.2 Assessment



There should be 4 red triangles, 4 blue squares, and 4 green rectangles.

K.G.3 Assessment A

1. 3-Dimensional
2. 2-Dimensional
3. 3-Dimensional
4. 2-Dimensional
5. 3-Dimensional
6. 2-Dimensional

K.G.3 Assessment B

1. 3-Dimensional
2. 3-Dimensional
3. 2-Dimensional
4. 3-Dimensional
5. 2-Dimensional
6. 2-Dimensional

K.G.4 Assessment

Flat Shapes	Has Corners	No Corners	Solid Shapes
A B D G I K	A B C G H J L	D E F K	C E F H J L
flat shapes	has corners	no corners	solids
6	8	4	6

K.G.5 Assessment

Answers will vary but should present one 2-dimensional shape and one 3-dimensional shape, with name. Student should accurately write the number of corners, sides, curves, and flat surfaces each shape has.

K.G.6 Assessment A

Answers will vary but should present a 2-dimensional shape constructed from other known 2-dimensional shapes. A shape name (real or otherwise) and shapes used should be written.

K.G.6 Assessment B

Answers will vary but should present a 3-dimensional shape constructed from other known 2-dimensional shapes. A shape name (real or otherwise) and shapes used should be written.





# Common Core State Standards

*Educating classrooms one standard at a time.*

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