

Beginning Math Assessment (K-1)

Student Name _____ Grade _____

Examiner Name _____ Date _____

Counting “I want you to count for me. Start with 1 and count as high as you can.”
Directions: “Count by 10’s. Start with 10 and count as high as you can.” (Stop at 100.)
 “Count by 2’s” (stop student at 20); “Count by 5’s” (stop student at 100).
 “Count by ones starting with 6.” (Stop after 5 numbers.) Repeat with 3.

Scoring: Record the highest number counted correctly in the space provided. Stop if the student cannot count at a rate of a number every 2-3 seconds and record highest number counted fluently. Write NR for no response. Add M if you needed to model the task first. Highlight items missed.

Count by 1’s to 100 _____	Skip count by 10’s to 100 _____
Skip count by 2’s to 20 _____	Skip count by 5’s to 100 _____
Count by 1s starting with 6 (stop @10) _____	Count by 1s starting with 3 (stop @7) _____

Number Identification: Use student worksheet. Point to each number and ask, “What number?” Stop if the student misses 5 consecutive items. Record + for correct; record student error if incorrect; record NR for no response. Highlight items missed.

4	2	5	1	3
7	9	8	6	10
17	19	14	16	18
15	11	13	12	20
24	35	56	72	91

Quantity Comparison: Use student worksheet. Point to each box and tell the student, “Circle the group (or number) that is more.” Circle the student response. Highlight items missed.

5 <u>suns</u> 2 suns	3 moons 7 <u>moons</u>	4 flowers 5 <u>flowers</u>
5 7	8 3	6 2

Rational Counting: Use student worksheet. Have the student count the items in each box and circle the number to show how many. Record + if correct; record error if incorrect; record NR for no response. Highlight items missed.

4 moons:	3 flowers:	7 stars	9 suns:
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Number Writing: Use the student written worksheet. Dictate the numbers below for the student to write in the boxes. Stop if the student misses 5 consecutive items. Record + for correct; record error if incorrect; record NR for no response. Highlight all items missed.

4	2	5	1	3
7	9	8	6	10
17	19	14	16	18
15	11	13	12	20
24	35	56	72	91

Addition and Subtraction

Addition & Subtraction Directions	Tell the student that some of these problems are addition (plus) and some are subtraction (minus or take-away) problems. Have the student start at the top and complete as many problems as he/she can. Tell the student to skip problems they don't know how to do. Watch as the student works each problem. If the student can only do the problems with manipulatives, provide these. Note strategies used in the space below (fingers, facts, counting up, number line, touch math, counters, etc.) or write "none" if no strategy is observed.		
Strategies Used			
Scoring Student Copy	After the student completes the assessment, score using a contrasting color pen and/or highlighter. Write + or C next to correct problems, circle incorrect answers (or parts of the problem) and write in the correct answer. Determine the type of error (fact, procedural, conceptual, sign, etc.) and write error type next to the problem missed. <u>Do not</u> count reversed numerals as errors.		
Score Summary	Summarize the information below: Write + for correct; circle problems student missed and note type of error or NR for no attempt.		
	$5 + 3 =$	4 <u>+2</u>	$5 + \square =$
	$5 - 2 =$	4 <u>-1</u>	9 <u>-6</u>
	$\begin{array}{r} 24 \\ +32 \end{array}$	$\begin{array}{r} 63 \\ +5 \end{array}$	$\begin{array}{r} 57 \\ -35 \end{array}$

Addition and Subtraction Problem Solving

Story Problem Directions	Read each problem to the student. Let the student use the space provided to solve the problem. Watch as the student works each problem. Note strategies used below (number families, number sentence, draws a picture, etc.) or write "none" if no strategy was observed.	
Strategies Used		
Scoring Student Copy	After the student completes the assessment, score using a contrasting color pen and/or highlighter. Write + or C for correct, circle incorrect problems (or parts of the problem) and write in the correct answer. Determine the type of error (fact, procedural, conceptual, sign, etc.) and write error type next to the problem missed	
Score Summary	Record results below: + for correct; record type of error for incorrect or NR for no response.	
	#1 Simple action addition: _____	#3 Classification: _____
	#2 Simple action subtraction: _____	#4 Comparison: _____

Beginning Math Assessment – Student Worksheet

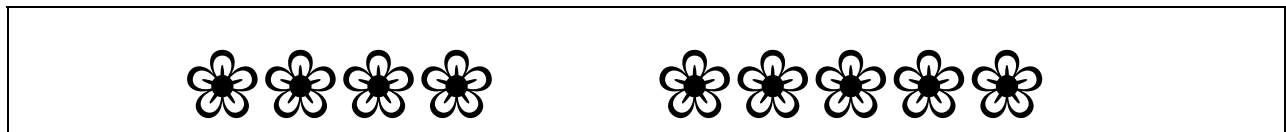
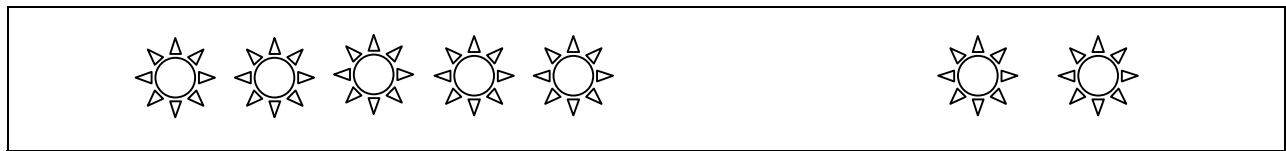
Student Name: _____

Date: _____

Number Identification

4	2	5	1	3
7	9	8	6	10
17	19	14	16	18
15	11	13	12	20
24	35	56	72	91

Quantity discrimination: Circle the group that has more.



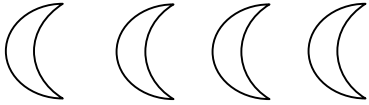
Quantity discrimination: Circle the number in each box that is more.





Student Name: _____

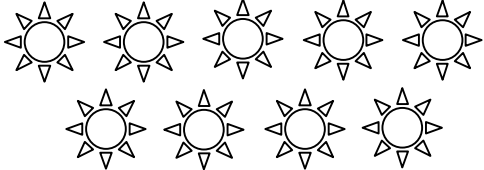
Date: _____

Rational Counting: Count the items in each box and circle the correct number.

			
2	3	4	5

			
2	3	4	5

				
6	7	8	9	

				
6	7	8	9	

Writing numbers from dictation

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Beginning Math Assessment - Addition and Subtraction

Student Name: _____

Date: _____

$5 + 3 =$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$5 + \square = 7$

$5 - 2 =$

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

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 35 \\ \hline \end{array}$$

Beginning Math Assessment – Story Problems

Student Name: _____

Date: _____

1. Tia's fish tank has 4 goldfish. She bought 3 more goldfish. How many fish does she have now?
2. Devin's rat had 8 baby rats. He gave 6 baby rats away to his friends. How many baby rats did he have left?
3. There are 8 kids on the soccer team. Three are boys. How many are girls?
4. Sara's garden has two sunflowers. One sunflower is 5 feet tall. The other sunflower is 2 feet taller. How tall is the other sunflower?