Mathematics

Intervention Activities

Pre- and Post-Assessment

Use the following Grade K Mathematics pre-/post-assessment pages to plan instruction and monitor progress.
DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year’s end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.

GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 22 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

To Administer the Pre-Assessment:
1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:
1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 27 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.
Using the Results:

1. Use the results of the Pre-Assessment to determine each student’s current level of proficiency in the strategies and concepts being assessed.

2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student’s score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.

3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students’ growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.

4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student’s current level of proficiency in the strategies being assessed. Compare the students’ scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student’s progress since the beginning of the year.

<table>
<thead>
<tr>
<th>Grade K Mathematics Pre-/Post-Assessment</th>
<th>Recommended Everyday Mathematics Intervention Activities</th>
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<tr>
<td>Measurement and Data</td>
<td>Units 20–23</td>
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</tbody>
</table>
Write a number to match each picture.

- __________
- __________
- __________
- __________
- __________
- __________
- __________
- __________
Write a number to match each picture.

- [Image of 4 legos]
- [Image of 5 circles]
- [Image of 6 triangles]
- [Image of 7 stars]
Count aloud. Write the missing numbers.

4 5 ___ 7 ___ 9

5 ___ ___ 8 ___ 10

2 ___ ___ ___ 6 ___

3 ___ ___ ___ ___ 8
How many counters are in each set?

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
Look at the number. Write the number that is one more.

Look at the number. Write the number that is one less.
For each problem, circle the set that has more. Underline the set that has less.

For each problem, look at the numbers. Circle the greater number. Underline the lesser number.
Write a number to match each picture.

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</table>

Name ________________________________
For each problem, count forward. Write the missing numbers.

8 9 ___ 11 ___ 13

11 12 ___ ___ 15 ___

14 15 ___ ___ ___ 19

___ ___ ___ ___ ___ ___ 21 22
For each problem, count forward. Write the missing numbers.

34 35 ___ ___ 38 ___

57 ___ ___ 60 ___ 62 ___

80 ___ ___ ___ ___ 85 ___

40 50 ___ ___ ___ ___ 90 ___
For each problem, count how many are shown. Draw more to make 5. Write the missing numbers.

2 and ________ 5

and ________ ________ 5

_______ + ________ 5 in all

_______ ________
For each problem, count how many are shown. Draw more to make 10. Record your work.

2 + ___ = 10 in all

___ + ___ = 10 in all

___ + ___ = ___
For each problem, write the missing numbers.

\[ \begin{array}{ccc}
\text{I ten} & + & \text{I one} \\
\hline
\end{array} \]

\[ \text{in all} \]

\[ \begin{array}{ccc}
\text{ten} & + & \text{ones} \\
\hline
\end{array} \]

\[ \text{in all} \]

\[ 14 = 10 + \]

\[ 18 = \]

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For each problem, tell a joining story. Write the missing numbers.

1. 3 + ____ ____ in all

2. ____ ____ ____ + ____ ____ ____ in all

3. ____ ____ ____ + ____ ____ = ____
For each problem, tell a take-away story. Write the missing numbers.

1. 5 take away 1.
   ______
   ______ are left.
   ______

2. 7 - ______
   ______
   ______ are left.
   ______

3. ______
   ______
   ______ = ______
In each row, draw an X on the shapes that do not match the name.

triangle

rectangle

square

circle
In each row, draw an X on the shapes that do not match the name.

cube

sphere

cone

cylinder
Draw an X on something that is behind the hot air balloon.

Draw a circle on something that is above the balloon.

Shade in something that is below the balloon.
For each problem, name the shape of the object. Build and draw the shape.
For each problem, circle the missing puzzle piece.
Order the pictures from shortest to tallest.
For each problem, compare. Circle the heavier object. Underline the lighter object.

1. [Mug] [Ball]
2. [Tissues] [Book]
3. [Apple] [Banana]
Count how many of each button. Write the amount for each button on the line. Circle the object with the most. Underline the object with the least.
Make stripes on all the four-sided shapes. Make dots on all of the three-sided shapes.
### Individual Scoring Chart

**Student Name___________________________________**

**Pre-Assessment Date: ____________**

**Post-Assessment Date: ____________**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessment page</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
<th>EIA Mathematics Unit</th>
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<tr>
<td>Count and Write Numbers 1–5</td>
<td>4</td>
<td>/4</td>
<td>/4</td>
<td>Unit 1</td>
</tr>
<tr>
<td>Count and Write Numbers 6–10</td>
<td>5</td>
<td>/4</td>
<td>/4</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Count to Ten</td>
<td>6</td>
<td>/4</td>
<td>/4</td>
<td>Unit 3</td>
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<tr>
<td>Count to Tell How Many</td>
<td>7</td>
<td>/4</td>
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<td>Unit 4</td>
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<td>One More, One Less</td>
<td>8</td>
<td>/4</td>
<td>/4</td>
<td>Unit 5</td>
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<tr>
<td>Count and Compare</td>
<td>9</td>
<td>/4</td>
<td>/4</td>
<td>Unit 6</td>
</tr>
<tr>
<td>Count and Write Numbers 11–20</td>
<td>10</td>
<td>/3</td>
<td>/3</td>
<td>Unit 7</td>
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<tr>
<td>Count to Twenty</td>
<td>11</td>
<td>/4</td>
<td>/4</td>
<td>Unit 8</td>
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<tr>
<td>Count to 100</td>
<td>12</td>
<td>/4</td>
<td>/4</td>
<td>Unit 9</td>
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<td>Make Five</td>
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<td>/3</td>
<td>/3</td>
<td>Unit 10</td>
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<tr>
<td>Make Ten</td>
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<td>Unit 11</td>
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<td>Ten and Some More</td>
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<td>/4</td>
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<td>Unit 12</td>
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<td>Put Together</td>
<td>16</td>
<td>/3</td>
<td>/3</td>
<td>Unit 13</td>
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<tr>
<td>Take Apart</td>
<td>17</td>
<td>/3</td>
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<td>Unit 14</td>
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<tr>
<td>Flat Shapes</td>
<td>18</td>
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<td>Unit 15</td>
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<tr>
<td>Solid Shapes</td>
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<td>Unit 16</td>
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<td>Position</td>
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<td>Unit 17</td>
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<td>Model Flat Shapes</td>
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<td>/2</td>
<td>Unit 18</td>
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<tr>
<td>Create Flat Shapes</td>
<td>22</td>
<td>/4</td>
<td>/4</td>
<td>Unit 19</td>
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<tr>
<td>Longer or Shorter</td>
<td>23</td>
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<td>/3</td>
<td>Unit 20</td>
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<tr>
<td>Heavier or Lighter</td>
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<td>Sort and Count</td>
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<tr>
<td>Sort Shapes</td>
<td>26</td>
<td>/10</td>
<td>/10</td>
<td>Unit 23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>/86</strong></td>
<td><strong>/86</strong></td>
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</table>
Write a number to match each picture.

1. Owl
   - Answer: 1

2. Bats
   - Answer: 5

3. Squirrels
   - Answer: 2

4. Apples
   - Answer: 4
Write a number to match each picture.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10.
Count aloud. Write the missing numbers.

4 5 6 7 8 9

5 6 7 8 9 10

2 3 4 5 6 7

3 4 5 6 7 8
How many counters are in each set?

- Set 1: 4 counters
- Set 2: 6 counters
- Set 3: 7 counters
- Set 4: 8 counters
Look at the number. Write the number that is one more.

Look at the number. Write the number that is one less.
For each problem, circle the set that has more. Underline the set that has less.

For each problem, look at the numbers. Circle the greater number. Underline the lesser number.

\[ \begin{array}{c}
2 & 6 \\
8 & 7 \\
\end{array} \]
Write a number to match each picture.

12

16

20
For each problem, count forward. Write the missing numbers.

8 9 10 11 12 13

11 12 13 14 15 16

14 15 16 17 18 19

17 18 19 20 21 22
For each problem, count forward. Write the missing numbers.

34 35 36 37 38 39

57 58 59 60 61 62

80 81 82 83 84 85

40 50 60 70 80 90
For each problem, count how many are shown. Draw more to make 5. Write the missing numbers.

2 and

3

and

2

5

3

and

4 + 1

5 in all
For each problem, count how many are shown. Draw more to make 10. Record your work.

\[2 + 8 = 10\text{ in all}\]
\[7 + 3 = 10\text{ in all}\]
\[4 + 6 = 10\]
For each problem, write the missing numbers.

1 ten + 1 one = 11 in all

1 ten + 3 ones = 13 in all

14 = 10 + 4

18 = 10 + 8
For each problem, tell a joining story. Write the missing numbers.

3 + 2 = 5

3 + 5 = 8

8 + 1 = 9
For each problem, tell a take-away story. Write the missing numbers.

1. 5 take away 1.
   4 are left.

2. 7 - 3
   4 are left.

3. 10 - 2 = 8
In each row, draw an X on the shapes that do not match the name.

**triangle**

triangle

**rectangle**

rectangle

**square**

square

**circle**

circle
In each row, draw an X on the shapes that do not match the name.

cube

sphere

cone

cylinder
Draw an X on something that is behind the hot air balloon.

Draw a circle on something that is above the balloon.

Shade in something that is below the balloon.
For each problem, name the shape of the object. Build and draw the shape.

cone

sphere
For each problem, circle the missing puzzle piece.
Order the pictures from shortest to tallest.

2 3 1
For each problem, compare. Circle the heavier object. Underline the lighter object.

For each problem, compare. Circle the heavier object. Underline the lighter object.

For each problem, compare. Circle the heavier object. Underline the lighter object.

For each problem, compare. Circle the heavier object. Underline the lighter object.
Count how many of each button. Write the amount for each button on the line. Circle the object with the most. Underline the object with the least.

Count: 5, 10, 8
Make stripes on all the four-sided shapes. Make dots on all of the three-sided shapes.