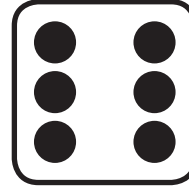
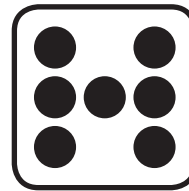
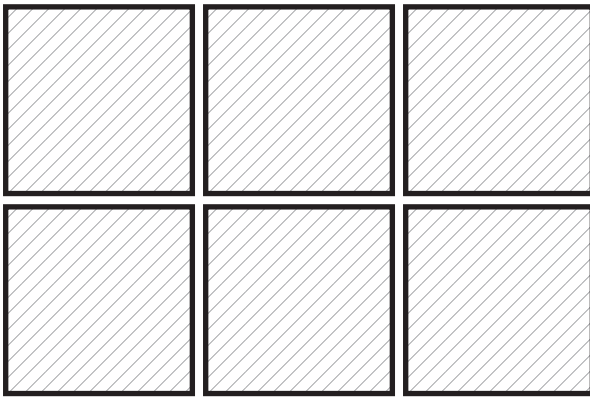
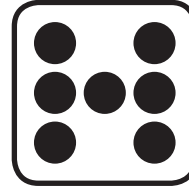
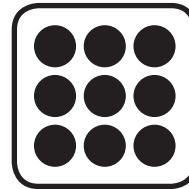
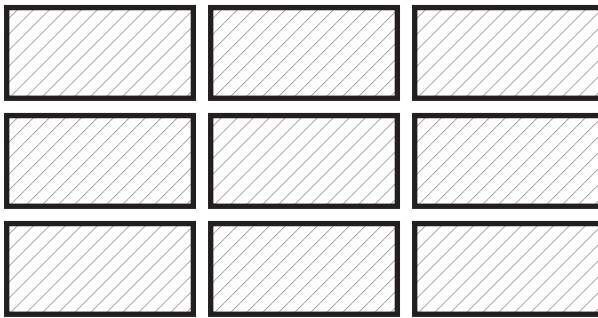


9.



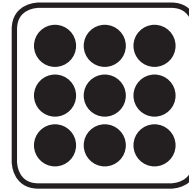
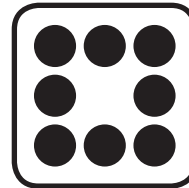
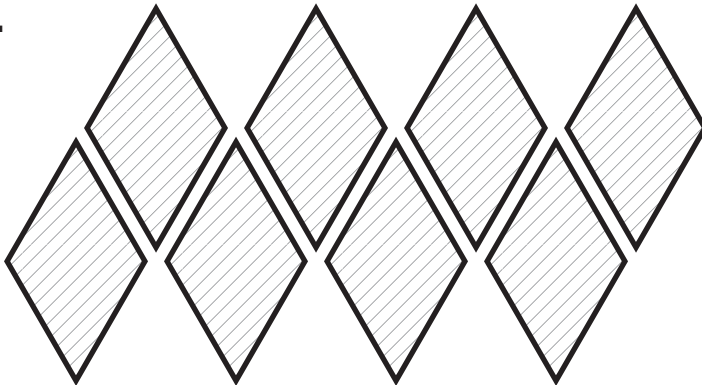
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10.



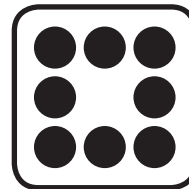
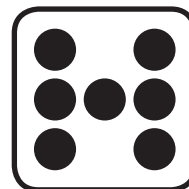
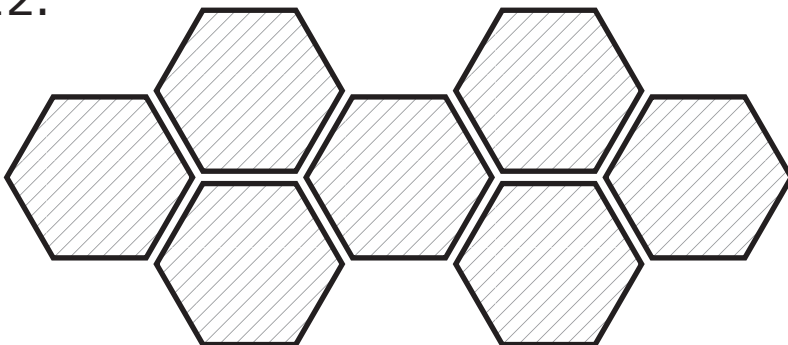
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11.



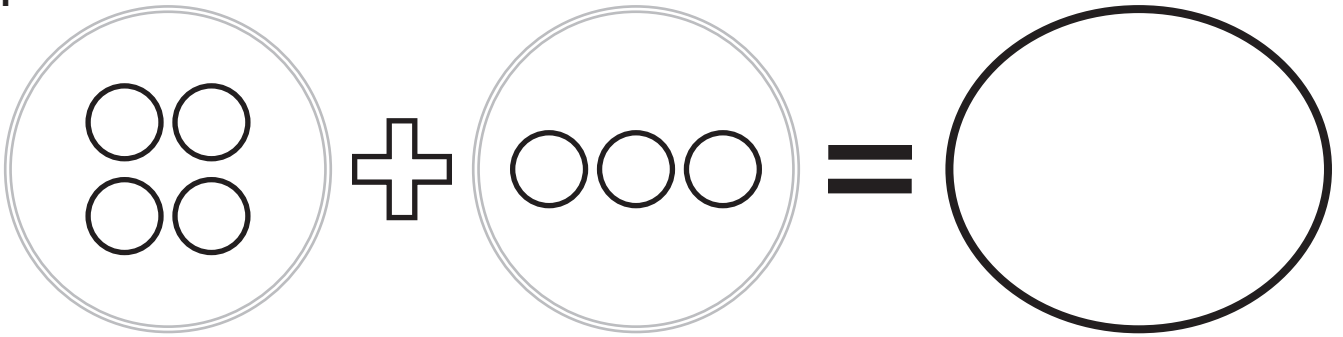
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12.



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24.



25.



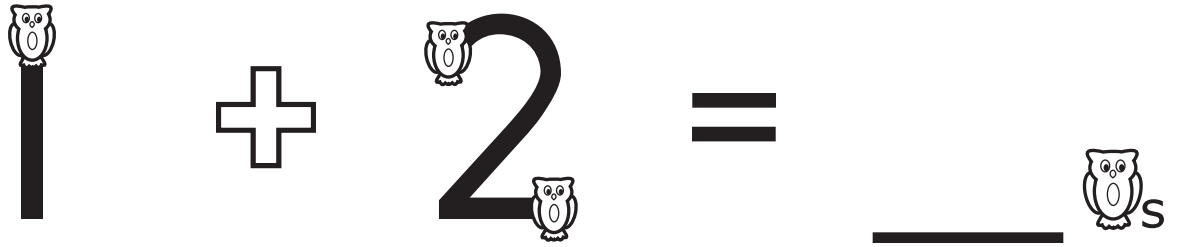
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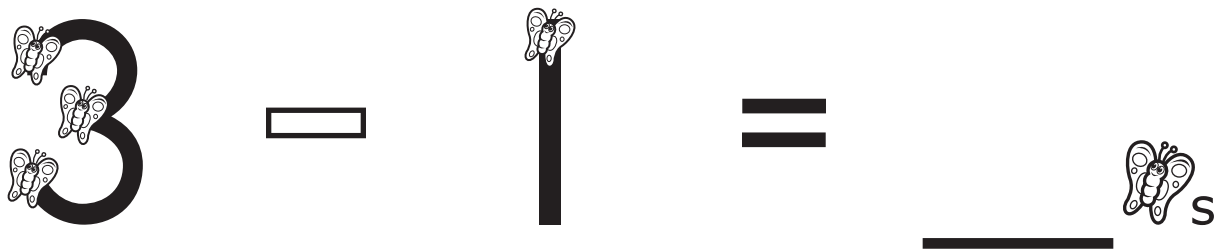
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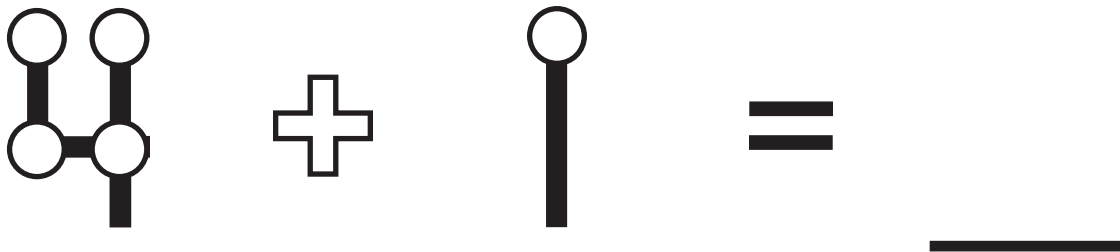
36.

$$1 + 2 = \underline{\hspace{2cm}}$$


37.

$$3 - 1 = \underline{\hspace{2cm}}$$


38.

$$4 + 1 = \underline{\hspace{2cm}}$$


39.

$$4 - 2 = \underline{\hspace{2cm}}$$


Individual Proficiency Record

Student Name:

Page	Counting & Cardinality	Correct/Prob.	Comments
1	K.CC.1 (count to 100)	100	
1	K.CC.1 (count by tens)	10	
1	K.CC.2 (count from any number within 50)	10	
1	K.CC.2 (count from any number within 100)	10	
2	K.CC.3 (write & represent numbers within 20)	4	
3	K.CC.4 (relationship between numbers & quantities)	4	
4	K.CC.5 (TouchPoints as a strategy within 10)	4	
5	K.CC.6 (without TouchPoints within 10)	3	
6	K.CC.7 (TouchPoints as a strategy within 20)	4	
Page	Operations & Algebraic Thinking	Correct/Prob.	Comments
7	K.OA.1 (represent addition and subtraction)	4	
8	K.OA.2 (word problems)	2	
9	K.OA.3 (decompose 10 into pairs different ways)	3	
10	K.OA.4 (make 10)	3	
11	K.OA.5 (with pictures and TouchPoints)	4	
12	K.OA.6 (without TouchPoints)	4	
Page	Number & Operations in Base Ten	Correct/Prob.	Comments
13	K.NBT.1 (place value)	3	
Page	Measurement & Data	Correct/Prob.	Comments
14	K.MD.1 (describe objects)	2	
14	K.MD.2 (compare objects)	2	
15	K.MD.3 (sort and classify)	12	
Page	Geometry	Correct/Prob.	Comments
16	K.G.1 (objects & relative positions in the environment)	10	
17	K.G.2 (name and match shapes)	4	
18	K.G.3 (identify shapes as 2-D or 3-D)	4	
19	K.G.4 (compare shapes using attributes)	6	
20	K.G.5 (model and draw shapes)	4	
20	K.G.6 (compose new shapes)	4	

Introduction

Standards-Based Proficiency Test

This booklet for the TouchMath Standards-Based Proficiency Test for Kindergarten includes the description, directions, suggested use and time; plan to review, reinforce, and remediate; other uses, comprehensive answer keys, and the Common Core State Standards for Kindergarten. The presentation is specific to the TouchMath Standards-Based Kindergarten Program, ©2017 Innovative Learning Concepts, Inc. All rights reserved.

Description





This booklet accompanies the student booklets for the Kindergarten Proficiency Test. The test sheets in the student booklet are organized and presented by standard. The code for the standard (e.g., K.CC.1) is included in the center of the footer for easy reference.

An individual record sheet is included at the back of each student booklet. A class record sheet (page 3) is provided to organize results by class.

Directions

The test-sheet-by-test-sheet directions are included in this booklet. Answer keys are included on the pages to provide a visual reference while giving the directions. All directions are given orally.

The following presentation is used:

-  Materials needed to complete the test sheet. Optional materials are included if the test needs to be administered at the concrete level.
-  Simple directions for the teacher.
-  Directions to be read to the children to complete the test sheet.
-  (If needed) Additional directions to be given for the test at the concrete level.

Suggested Use and Time

The Standards-Based Proficiency Test for Kindergarten is designed for end-of-year assessment of the standards and content presented throughout the year.

The test can be completed in one week by using two sheets in the morning and two sheets in the afternoon of each of the five days. Some students may need more time. A general guideline for testing is no more than 10 minutes per testing session.

Document individual performance on the record sheet included in the student booklet. Cut this sheet out of the booklet. Document class results on the sheet included in this booklet.

Plan to Review, Reinforce, and Remediate

The following table outlines the plan to ensure achievement of the standards before the child enters first grade. Suggested performance levels are included. The table on the next page identifies recommendations for continued practice based on the child's performance.

Problems	Number of Correct Problems		
	Mastering	Developing	Emerging
100	80+	50-79	0-49
12	9+	6-8	0-5
10	8+	5-7	0-4
6	5+	3-4	0-2
4	3+	2	0-1
3	3	2	0-1
2	2	1	0
	Mastering students plan: Weekly practice (independent) Use module posttests and/or unit tests	Developing students plan: Daily practice (with support) Use module activity sheets (see table on page 2)	Emerging students plan: Intervention Use activity sheets with manipulatives

Plan to Review, Reinforce, and Remediate (continued)

Consider preparing packets of activity sheets to meet individual needs throughout the summer.

Standard	Modules in the Kindergarten Standards-Based Program			
	Unit 1	Unit 2	Unit 3	Unit 4
K.CC.1/2			6	
K.CC.3/4/5	1, 2	1, 2	1, 2	
K.CC.6/7	2, 3	1, 2	2, 3	
K.OA.1/2	4, 5, 6	3, 4, 5	5	
K.OA.3/4		6	1	
K.OA.5	3, 4, 5	3, 4, 5	2, 3, 4	
K.NBT.1			1, 2, 3, 4*	
K.MD.1				1
K.MD.2				2
K.MD.3				3
K.G.1				1, 2, 6
K.G.2				1, 2, 4, 5
K.G.3				1, 3, 5
K.G.4/5/6				4, 5

* Place value models

The following list identifies the stages at which children function. It may be helpful in identifying appropriate resources at the concrete-representational-abstract levels.

1. Concrete and tactile objects
2. Concrete and pictorial
3. Pictorial
4. TouchPoints (tactile)
5. TouchPoints (visual)
6. Counts all quantities
7. Says the first quantity, counts on
8. Says the first number in a series, counts on
9. Says the greater number, then counts on
10. Writes numerals
11. Says the equations with sums without concrete or visual cues
12. Solves for unknowns using dots
13. Solves for unknowns using number families
14. Creates number sentences
15. Explains the processes with words, pictures, or actions

Other Uses

If a pre-assessment tool is needed, the following options are available:

- ✓ Oral pretests in each module
- ✓ Module posttests
- ✓ Test sheets by standard from the student proficiency test booklet

With all options, the skills should be assessed immediately before beginning instruction. Testing too much can be very time-consuming. The results will be skewed since the children are probably unfamiliar with both the content and presentation (especially TouchPoints). If the children internalize their lack of success, reversing the trend can be very difficult.

If the Standards-Based Proficiency Test for Kindergarten is used for pre-assessment, each child will need two copies of the test. The test is not to be reproduced. Additional test booklets can be ordered at www.touchmath.com/tests.

Comprehensive Answer Keys

In addition to the answer keys accompanying the directions, a comprehensive set can be found on pages 14–16 in this booklet.

Common Core State Standards

A list of the Common Core State Standards is included on pages 18–19.

Using Manipulatives with the Standards-Based Proficiency Test

On the student test sheets, all shapes that are shaded have corresponding TouchShapes to match. This feature helps to reinforce the concrete-representational approach when needed. Visit www.touchmath.com for product details and ordering information.

Test Sheets 3-4

Standards-Based Proficiency Test

K.CC.4

Test Sheet 3



- Pencils
- Crayons
- TouchShapes (optional)
- Dominoes (optional)



Provide TouchShapes and dominoes if needed.



Count the number of TouchShapes. Count the number of dots on the dominoes. Write the number that matches the TouchShapes and the domino. Color the domino orange.



(If needed) Use TouchShapes to match the picture. Count the dots on the dominoes.

3

K.CC.5

Test Sheet 4



- Pencils
- Crayons
- Counters (optional)



Provide counters if needed.



Say and trace the number. Color the number of shapes to match the number.



(If needed) Count the number of counters to match the number.

4

Test Sheets 7-8

Standards-Based Proficiency Test

K.OA.1

Test Sheet 7



- Pencils
- Crayons
- Counters (optional)



Provide counters and line-by-line directions if needed.



Use the pictures.
Say and color the operation sign.
Complete the equation.



(If needed)
Problem 24: Use the counters to show the number of shapes in each set.

Problem 25: Show the number of fingers on each hand.

Problem 26: Use counters to show the number of apples in the oval. Remove apples shown by the Xs. Color the number of apples that remain in the ring.

Problem 27: Shown the number of birds with counters. Write the difference.

24. + =

25. + = 5

26. =

27. $8_{\text{birds}} - 5_{\text{birds}} = \underline{3}_{\text{birds}}$

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7

K.OA.2

Test Sheet 8



- Pencils



Read the word problem.
Use the picture.



Problem 28:
Use TouchPoints. Find and write the difference.

Problem 29:
Use TouchPoints. Find and write the sum.

$10_{\text{pins}} - 2_{\text{pins}} = \underline{8}_{\text{pins}}$

28. $10_{\text{pins}} - 2_{\text{pins}}$. How many pins are left?

$8_{\text{pins}} + 2_{\text{pins}} = \underline{10}_{\text{pins}}$

29. $8_{\text{pins}} + 2_{\text{pins}}$. How many pins in all?

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8

Test Sheets 11-12

Standards-Based Proficiency Test

K.OA.5

Test Sheet 11



- Pencils
- Crayons
- Counters (optional)



Provide counters if needed.



Touch and count the TouchPoints.
Color the operation sign.
Read the equation.
Write the answer.



(If needed)
Use counters and TouchPoints.
Touch and count.

11

36. $1 + 2 = \underline{3}$

37. $3 - 1 = \underline{2}$

38. $4 + 1 = \underline{5}$

39. $4 - 2 = \underline{2}$

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K.OA.5

Test Sheet 12



- Pencils
- Crayons
- Counters (optional)



Provide counters if needed.



Say the numbers.
Color the operation sign.
Read the equation.
Write the answer.



(If needed)
Use counters to show the numbers.

12

40. $2 + 2 = \underline{4}$

41. $5 - 3 = \underline{2}$

42. $1 + 4 = \underline{5}$

43. $5 - 0 = \underline{5}$

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