



# High Leverage Assessment Kindergarten

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

## Focus: Counting, Cardinality, Number Sense, Object Counting

\*\*Teacher Note: Interview students individually. (Use a different color pen for each administration if helpful.)

### Section 1: Subitizing

**Materials:** Two subitizing cards (see attached)

**Directions:**

- Flash each card for about 2 seconds.
- Ask: “How many dots did you see?”
- Record student responses. (Observe if a student responds immediately or tries to count the dots.)

Question	CCSSM	# of Dots	Perceptually Subitizes (immediate response) Y/N	Conceptually Subitizes (uses smaller sets to create a total) Y/N	Counts Y/N	Notes
<b>A.</b>	<b>K.CC.B.4 K.CC.B.5</b>	<b>3</b>				
<b>B.</b>		<b>5</b>				
<b>C.</b>		<b>9</b>				



## Section 2: Counting

**Materials:** 5 bags/containers; each one of the bags contains one with the following quantities (3, 5, 12, 15, 20). Use objects that students are familiar with such as bears, bingo chips, counters, etc.

**Directions:**

- Say: “Here is a bag with objects in it. You can take the objects out to answer my question.”
- Ask the student: “How many counters are there?” Let the student find a way to answer the question.
- Ask again, “How many counters are there?” If students need to re-count, they do not have cardinality.
- Take notes about one-to-one correspondence (if student touches one object for each number name).
- Listen for stable order and record if the student demonstrated counting with the correct number sequence.
- Ask the student to put the objects back in the bag/container.
- Hand the student a new bag with a different quantity and repeat the steps. Continue this process until all quantities have been explored.

Question	CCSSM	# of Objects	Correct Y/N	One to One Y/N	Stable Order (Accurate Word Sequence) Y/N	Cardinality Y/N	Notes (Is there evidence of tagging, organizing, or random counting?)
<b>A.</b>	<b>K.CC.B.4 K.CC.B.5</b>	<b>3</b>					
<b>B.</b>		<b>5</b>					
<b>C.</b>		<b>12</b>					
<b>D.</b>		<b>15</b>					
<b>E.</b>		<b>20</b>					



## Section 3: Comparing Quantities

**Materials:** 5 blue, 6 red, and 7 white unifix/connecting cubes, multilink cubes, tiles etc. The cubes are loose, not connected, and randomly placed on the table.

**Directions:**

- Administer individually.
- Give the student the collection of all the colored objects.
- Then ask the questions below and record student responses.

Question	CCSSM	Question	Correct	Notes	Total Correct
A.	K.CC.C.6	Ask the student <b>“Which color has the most cubes?”</b> <b>“How do you know?”</b>			1 <sup>st</sup> ___
B.		Ask the student <b>“Which color has the fewest (less, least) cubes?”</b> <b>“How do you know?”</b>			2 <sup>nd</sup> ___
					3 <sup>rd</sup> ___

**\*Take note about the student’s sorting techniques, fewest/least vocabulary impact, ordering techniques and all responses to “how do you know?”**

## Subitizing Cards for Grade K



