

Grade K



My Review
of
M.A.A.T.[®]

Assessment Sampler


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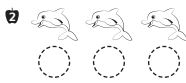
Differentiation Resource Book

Every lesson includes pages to Reinforce Understanding and Extend Thinking to support lesson differentiation. These are available to print digitally as well. Additional differentiation resources are available digitally and within the Workstation Kit.

Lesson 2-1 • Reinforce Understanding
Count 1, 2, and 3
Name _____

Review


1 


2 


Review: There is a counter for each fish. Count 1, 2. There are 2 fish. The counters show 2.
Directions: 1. Count the turtles. Say how many. Trace the counter to show how many. 2. Count the dolphins. Say how many. Trace the counters to show how many.

Differentiation Resource Book
1

Lesson 2-1 • Extend Thinking
Count 1, 2, and 3
Name _____

1 

2 

3 

Directions: 1. How many shells? Draw counters to show how many shells. 2. How many crabs? Draw counters to show how many crabs. 3. How many snails? Draw counters to show how many snails.

Differentiation Resource Book
2

Unit 2
How Ready Am I?
Name _____

1 2 3

2 1 2

3 1 2

Directions: 1. Circle all the frogs. How many? 2. Put boxes around all the ducks. How many? 3. Which number is one?

Assessment Resource Book 7

Assess

Assignment Details

Number of questions: 12
Points possible: 20.00

Instructions

You are about to start your assessment.

- 1. Make sure you have a good Internet connection before starting the test.
- 2. Do not use your browser's forward or back buttons while taking the test.

Start Assignment

Assessment Resource Book

The Assessment Resource Book provides the following resources. Assessments can be completed in print or digitally.

COURSE ASSESSMENTS

Benchmark Assessments help monitor student progress towards grade-level expectations.

Summative Assessment evaluates student learning at the end of each grade level.

UNIT ASSESSMENTS

Unit Readiness Diagnostics assess each student's proficiency with pre-requisite skills to determine readiness for the unit content.

Unit Assessments measure multiple depths of knowledge to assess for various stages of understanding. Two forms of the assessment allow for flexibility.

Performance Tasks assess students' understanding of big ideas and their ability to apply unit content to solve real-world problems. In addition, practice performance tasks are available as part of the unit review materials.

LESSON ASSESSMENTS

Exit Tickets assess student understanding of lesson content and drive differentiation.

Assessment Resource Book

SAMPLE

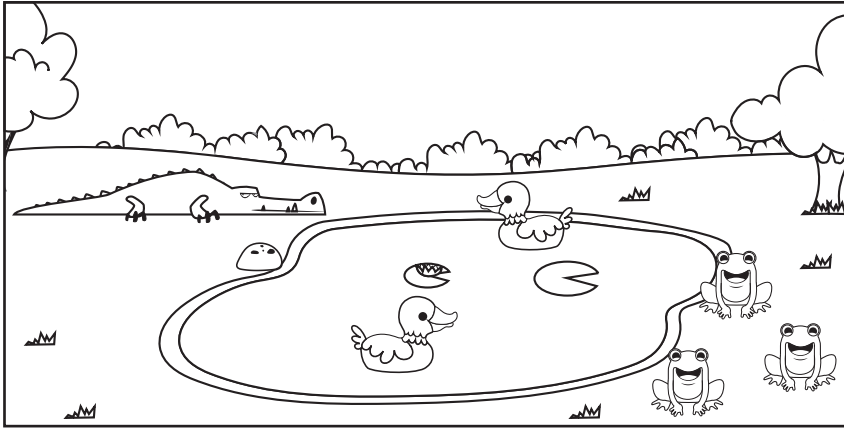
Unit 2: Numbers to 5

- Readiness Diagnostic
- Exit Tickets
- Unit Assessment Form A
- Unit Assessment Form B
- Performance Task

Unit 2

How Ready Am I?

Name



1

2

3

2

1

2

3

1

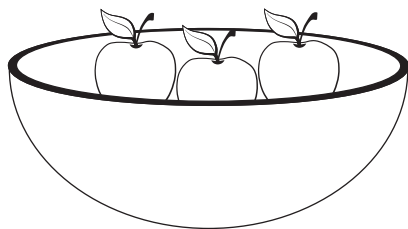
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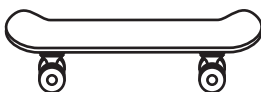
Directions: 1. Circle all the frogs. How many? 2. Put boxes around all the ducks. How many? 3. Which number is one?

4



1 3

5



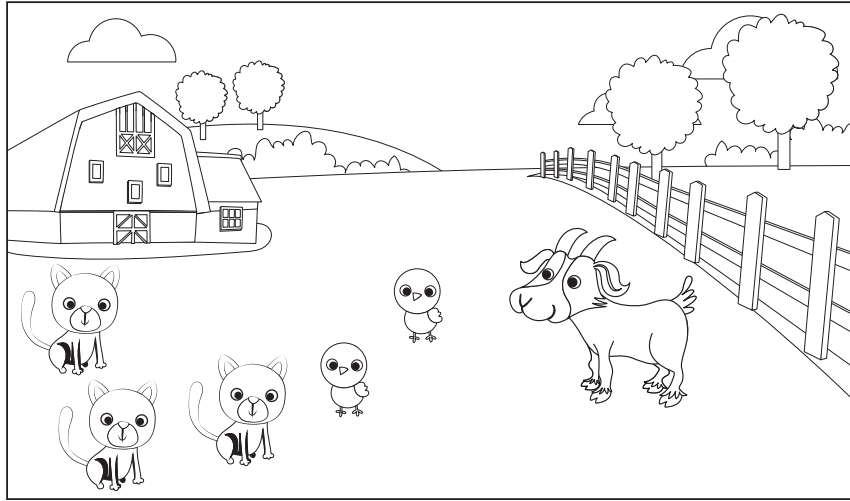
6

2 3

Directions: 4. Count the apples. How many? 5. Which shows 2? 6. Which number is three?

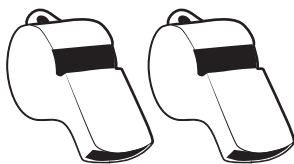
Exit Ticket

Name



1 ○ ○ ○

2 ○ ○ ○

3  ○ ○ ○

Reflect On Your Learning



Directions: 1. How many goats? Color the counters to show how many. 2. How many kittens? Color the counters to show how many. 3. How many whistles? Color the counters to show how many.

Exit Ticket

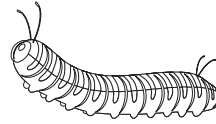
Name _____

1

1



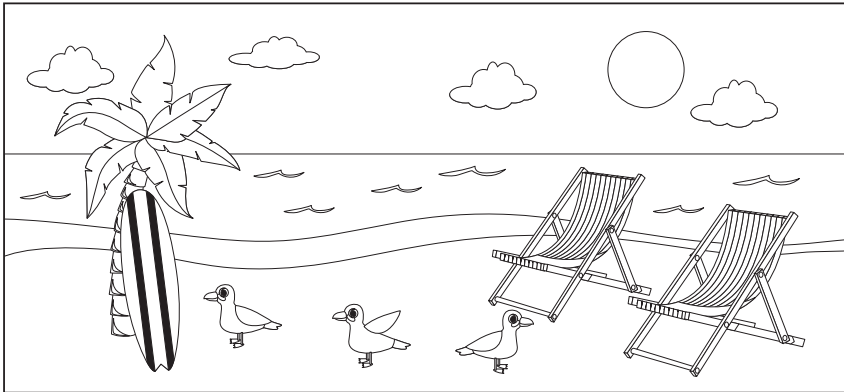
3



2



2



3

2

1

2

3

4

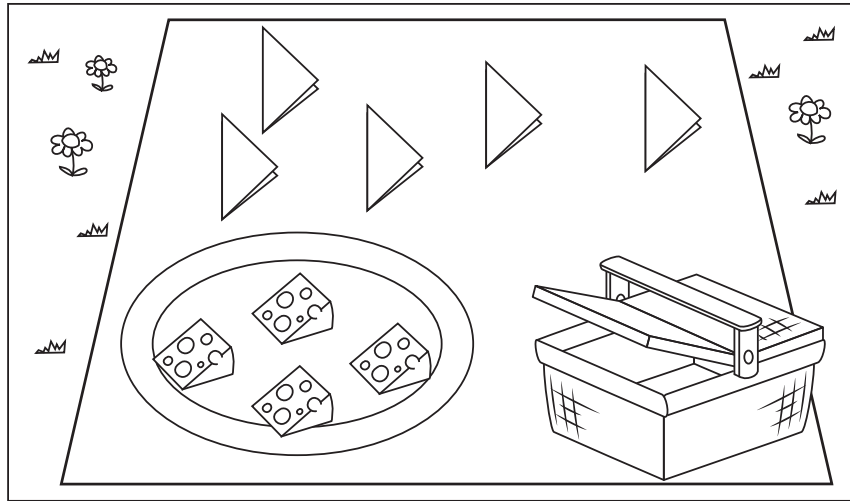
Reflect On Your Learning



Directions: 1. Match the pictures to the numbers. 2. Count the birds. How many? Count the chairs. How many?

Exit Ticket

Name _____



1 ○ ○ ○ ○ ○

2 ○ ○ ○ ○ ○

3

Reflect On Your Learning



Directions: 1. Count the napkins. How many? 2. Count the pieces of cheese. How many?
3. Draw 5 bears.

Exit Ticket

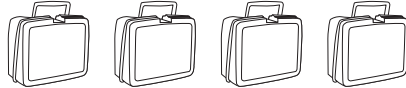
Name _____

1

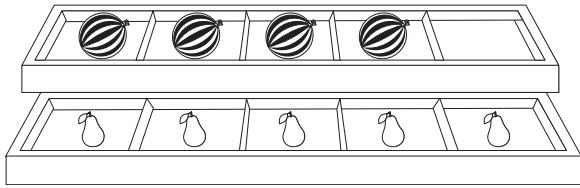
4



5



2



4

5

6

2

3

4

Reflect On Your Learning



Directions: 1. Match the pictures to the numbers. 2. Count the pears. How many? Count the watermelons. How many?

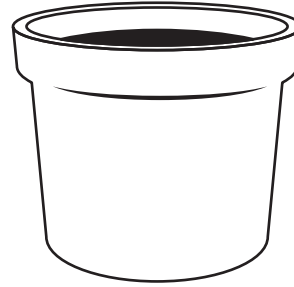
Exit Ticket

Name _____

1



1 0 3



2 0 1

2

0



2



Reflect On Your Learning

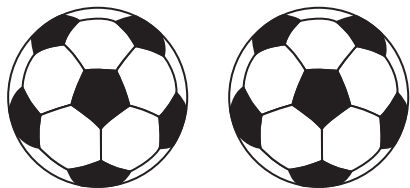


Directions: 1. Count the flowers in each pot. How many? 2. Draw circles to show each number.

Exit Ticket

Name _____

1



1

2

3

4

2



1

2

3

4

3

2

3

4

5

Reflect On Your Learning

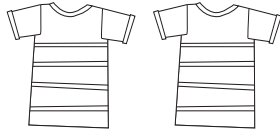


Directions: 1. How many soccer balls will there be if you add one more? Circle the number to show how many. 2. How many basketballs will there be if you add one more? Circle the number to show how many. 3. Which number is one more than 4?

Exit Ticket

Name _____

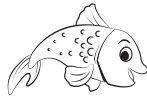
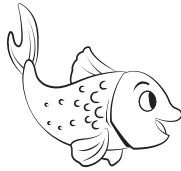
1



Y

N

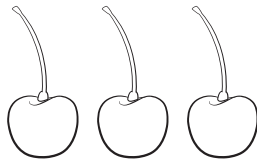
2



Y

N

3



1

2

3

5

Reflect On Your Learning



Directions: 1-2. Are these groups equal? Circle Y for Yes or N for No. 3. Emma wants equal groups of fruit. How many more blueberries does she need to equal the number of cherries?

Exit Ticket

Name _____



Reflect On Your Learning

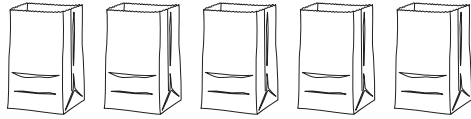


Directions: 1. Which group is less? 2. Which group is greater? 3. Circle the group that is greater.

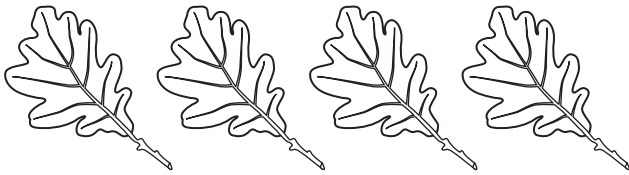
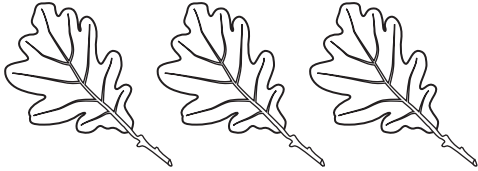
Exit Ticket

Name

1



2



3



Reflect On Your Learning



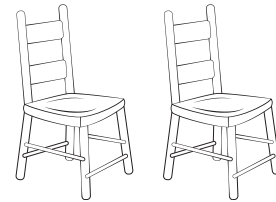
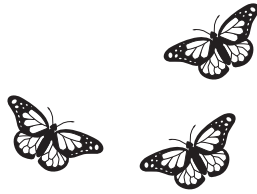
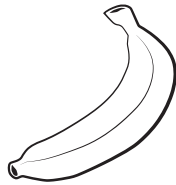
Directions: 1. Which group is less? 2. Which group has more? 3. Which group is less than 3?

Unit 2

Unit Assessment, Form A

Name

1



2

2



1



3

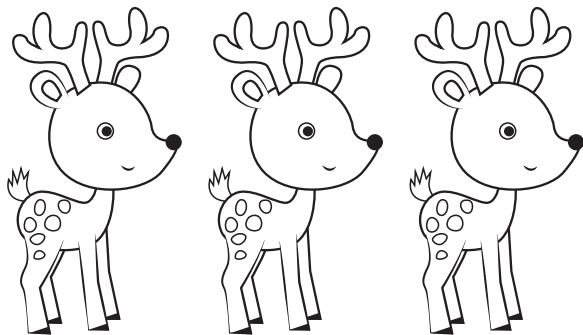


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Directions: 1. Which shows 1? 2. Match to show how many marbles.

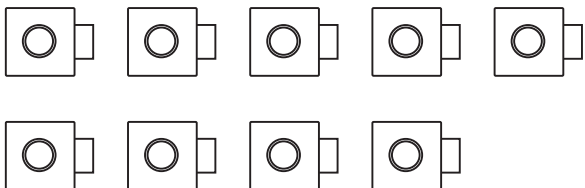
3



Y

N

4



5

4

3

2

1

Directions: 3. Are these groups equal? Circle Y for Yes or N for No. 4. Which shows 5? 5. Which of these numbers are less than 4? Choose all the correct answers.

Unit 2

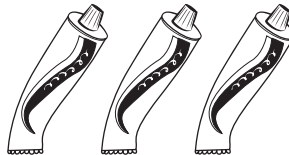
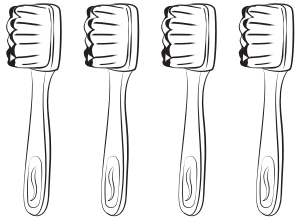
Unit Assessment, Form A (continued)

Name



0

1

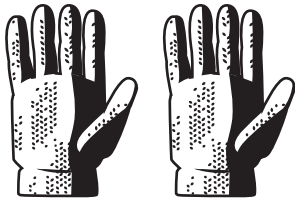


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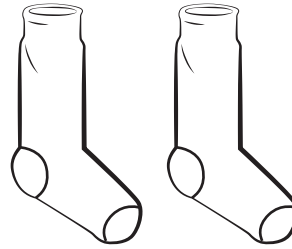
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Directions: 6. Draw suns to show each number. 7. How can you compare the groups? Count. Circle the group that is greater.

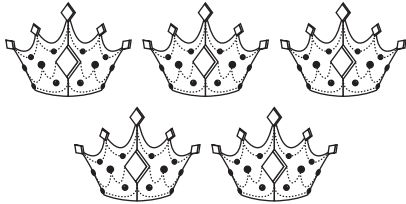
8



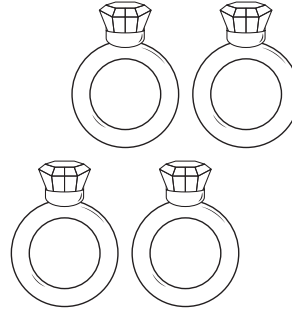
A.



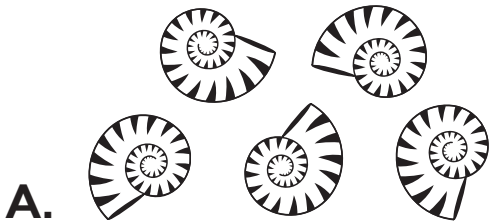
B.



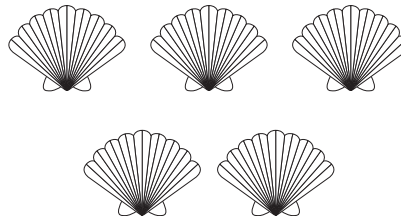
C.



9



B.



D.



10

2

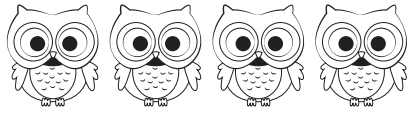
4

Directions: 8. Count the gloves. Which group is less? 9. Which groups show 5? Choose all the correct answers. 10. Which number is one more than 3?

Unit Assessment, Form B

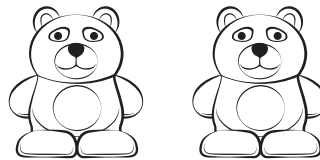
Name

1

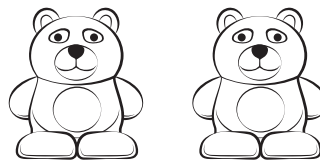


2

3



1

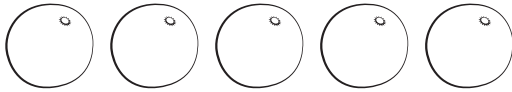
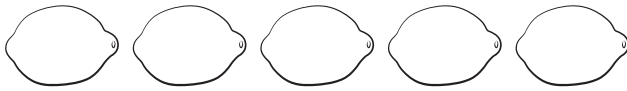


2



Directions: 1. Which shows 3? 2. Match to show how many bears.

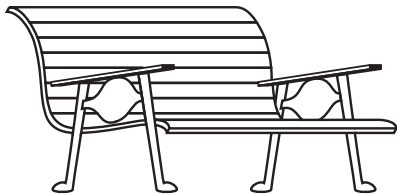
3



Y

N

4



5

5

4

3

2

Directions: 3. Are these groups equal? Circle Y for Yes or N for No. 4. Which shows 2? 5. Which of these numbers are greater than 3? Choose all the correct answers.

Unit 2

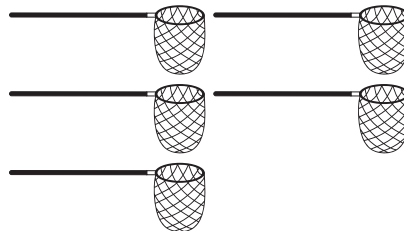
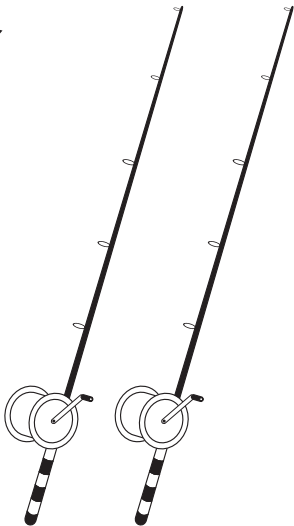
Unit Assessment, Form B (continued)

Name



0

3

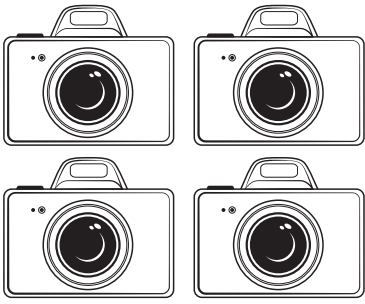


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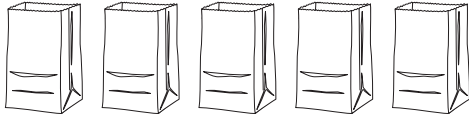
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Directions: 6. Draw bows to show each number. 7. How can you compare the groups? Count. Circle the group that is less.

8



A.



B.

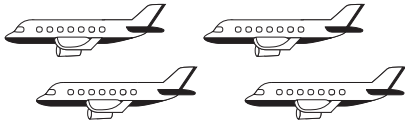


C.

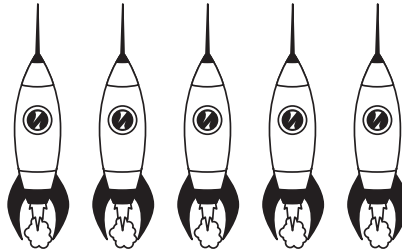


9

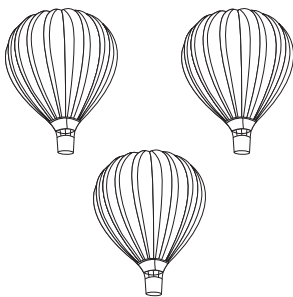
A.



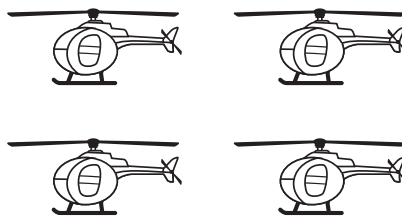
B.



C.



D.



10

3

5

Directions: 8. Count the cameras. Which group is greater? 9. Which groups show 4? Choose all the correct answers. 10. Which number is one more than 4?

Performance Task

Name _____

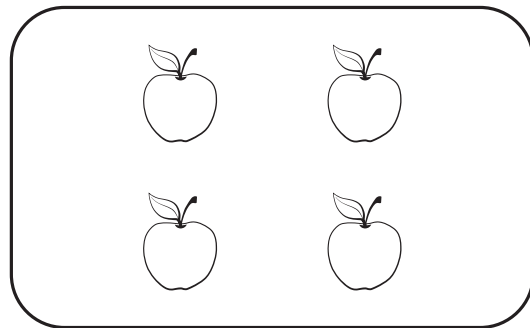
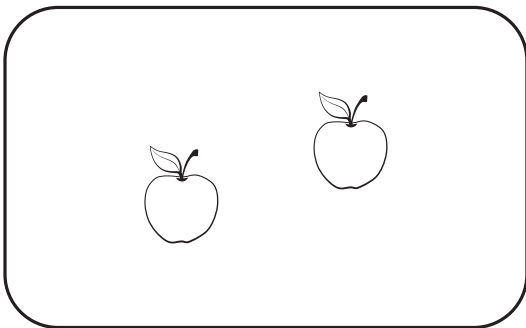
How Many Apples?

Part A



0 1 2 3 4 5

Part B



0 1 2 3 4 5

Stimulus: Listen carefully. Ms. Wu’s class picks apples at the apple farm. **Directions: Part A.** Kelly has some apples. The number is less than 5. The number is more than 0. Draw Kelly’s apples. Count the apples. Circle the number of apples Kelly has. **Part B.** Kiara has 2 apples. Ben has more apples than Kiara. Circle Ben’s apples. Circle the number that tells how many apples Ben has.

Part C



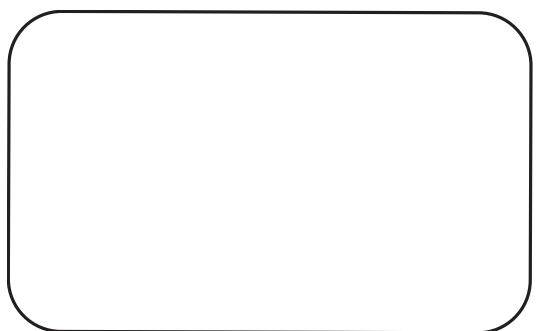
0 1 2 3 4 5

Part D



0 1 2 3 4 5

Part E



Directions: Part C. Ahmad has no apples. Circle the number that tells how many apples he has.

Part D. Sarah has one more apple than Ahmad. Draw Sarah's apples. Circle the number that tells how many apples she has. **Part E.** Azat has 5 apples. Grey has a group of apples equal to Azat's. Draw Azat's and Grey's apples. Show how you know the groups are equal.