

Kindergarten-Primary Assessment Tools

Record-Keeping

With any assessment system, it is important to have a way to record the results for classroom use and, in some cases, for parent and school reports. This section of the handbook contains tools which may be helpful for charting students' progress and tracking coverage of the Chicago Academic Standards.

Lists of the Curriculum Framework Statements in language arts and mathematics are enclosed for each grade level. Curriculum Framework Statements were written to assist teachers in planning and implementing a standards-based instructional program. The framework statements for each standard are listed in one column. The adjoining column can be used to check off or date when that concept or skill has been taught. This listing can also be used as a handy reference to the standards when writing lesson plans.

Most assessment of kindergartners is done necessarily by observation. The included Kindergarten Profiles in language arts and mathematics are one-page reports which can be marked to reflect what each student knows and can do. The concepts and skills included in the Profiles are labeled to show the Chicago Academic Standards and Curriculum Framework Statements they address. The Profiles can be used to plan and group students for instruction and to report students' progress to principals or at parent conferences.

Kindergarten-Primary Assessment Tools

Kindergarten Assessment Profile Language Arts

Name _____

I.D. _____

* The code in the corner of each box refers to the Illinois State Goal, Chicago Academic Standard, and the Curriculum Framework Statement addressed by that skill. For example, 3A4 means State Goal 3, Chicago Academic Standard A, and Curriculum Framework Statement 4.

◇ The diamond symbol identifies items listed in the Kindergarten Curriculum Activities Guide, "Making It Better."

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Kindergarten Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

Language Arts Objectives

Objective	Standard*	
Retells stories from writing, reading or pictures. 🖐️ ★	1A1	
Identifies main idea from oral stories and pictures. 🖐️ ★	1A2	
Identifies location, time, and order (e.g., near, far, before, middle, after). ★	1A3	
Recognizes the author's purpose. 🖐️	1A4	
Organizes information sequentially from oral stories and pictures. 🖐️ ★	1A5	
Makes predictions using oral stories and pictures. 🖐️	1A6	
Uses prior knowledge to dramatize familiar stories.	1A7	
Identifies front cover, back cover, spine and title page of a book.	1B1	
Follows words from left to right and top to bottom on a printed page.	1B1	
Associates meaning with print.	1B1	
Names upper and lowercase letters. ☐	1B2	
Distinguishes letters from words.	1B2	
Identifies and uses beginning consonants in single syllable words. ★	1B2	
Matches sounds to symbols (letters). ★	1B2	
Reads one-syllable and high frequency words. 🖐️	1B2	
Identifies rhyming words. ★	1B2	
Uses beginning and ending consonants in sounding single-syllable words. 🖐️	1B2	
Exhibits engagement in reading by responding to text orally or through the arts. 🖐️	1D	
Distinguishes reality from make-believe.	2A1	
Uses punctuation appropriate for kindergarten (periods, question marks). ☐	3A1	
Writes random letters, groups of letters, words, sentences. ☐ ★	3B1	
Dictates descriptive sentences that express reactions, feelings and thoughts. (Dictates labels, captions, and stories.) ★	3C1	

Objective	Standard*	
Follows one step, two-step and three-step oral directions.	4A1	
Listens to develop strategies for asking questions.	4A2	
Listens attentively.	4A3	
Expresses ideas in complete sentences.	4B1	
Uses singular and plural nouns correctly.	4B1	
Uses oral language appropriate for age.	4B2	
Speaks clearly and coherently in formal and informal settings.	4C	
Asks how and why questions.	5A1	
Locates information in reference materials. 	5A2	

 Denotes objectives which may be documented by a performance assessment.

★ Denotes objectives which are covered in this assessment handbook. Some are performance assessments and some are pencil and paper tasks.

□ Denotes objectives which may best be documented by collecting samples of student work.

* The codes refer to the Illinois State Goal, Chicago Academic Standard, and Curriculum Framework Statement addressed by that objective. For example, 3A4 means Illinois State Goal 3, Chicago Academic Standard A, and Curriculum Framework Statement 4.

First Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

Language Arts Objectives

Objective	Standard*	
Retells content of text heard or read. ★	1A1	
Identifies main idea and details of text read independently. ★	1A2	
Identifies location, time, and order (e.g., on, under, beginning, middle, ending, left, right). 🖐️	1A3	
Determines a purpose for reading (e.g., for information or enjoyment).	1A4	
Clarifies meaning of text by asking and answering questions. ★	1A5	
Organizes information logically and sequentially. ★	1A6	
Makes predictions about events and ideas presented in text and provides evidence for predictions. ★	1A7	
Summarizes text content (e.g., identifies characters, setting, beginning, middle, and ending events). ★	1A8	
Uses prior knowledge to better understand new reading selections.	1A9	
States the problem and solution of text read. ★	1A10	
Alphabetizes by the first letter. ☐	1A11	
Draws conclusions based on what was heard or read. ★	1A12	
Uses context clues to derive word meaning. ★	1A13	
Interprets figurative language.	1A14	
Distinguishes fact from opinion.	1A15	
Follows written directions. ☐	1A16	
Recognizes cause and effect relationships.	1A17	
Identifies parts of book (e.g., covers, title page, contents, glossary).	1B1	
Follows words from left to right and top to bottom on a printed page.	1B1	
Uses beginning and ending consonants in sounding one-syllable words. ★	1B2	
Identifies and applies sounds of two- and three-letter consonant blends. ★	1B2	

Objective	Standard*	
Uses long- and short-vowel sounds to sound out single-syllable words. ★	1B2	
Identifies word patterns and families. ★	1B2	
Identifies root/base words. □	1B2	
Recognizes synonyms and antonyms. □	1B2	
Identifies and uses plural forms, compound words, and contractions.	1B2	
Identifies and uses consonants in stated positions. ★	1B2	
Uses consonant-vowel patterns to decode new words. ★	1B2	
Identifies and orally manipulates small units of sound (e.g., phonemes). ★	1B3	
Counts sounds in multi-syllable words.	1B3	
Adds or deletes phonemes orally to change syllables or words. ★	1B3	
Applies knowledge of language structure(s), (e.g., prefixes, suffixes, contractions, singular possessives, simple abbreviations). □	1B4	
Reads various texts aloud using word analysis skills and knowledge of letter/blend sounds, language structure, and punctuation. ★	1C1	
Exhibits engagement in reading by responding to text orally, in writing, or through the arts. ★	1D	
Distinguishes fact from fantasy.	2A1	
Identifies topics presented in works of literature.	2A2	
Identifies similarities and differences among literary selections.	2A3	
Distinguishes between poetry and prose.	2A4	
Defines the major characteristics of significant forms of literature.	2A5	
Identifies character, setting, plot, and theme in text. ★	2A6	
Identifies and describes ways in which works of literature reflect the culture, heritage, and traditions.	2B1	
Compares and contrasts the treatment of different cultures.	2B2	
Writes and edits manuscripts to demonstrate correct use of nouns, verbs, adjectives. ★ □	3A1	
Uses standard punctuation conventions (periods, question marks, exclamations marks, commas, and apostrophes). ★ □	3A2	
Uses correct capitalization. ★ □	3A3	
Uses the conventions of phonetic spelling correctly. ★ □	3A4	
Writes a variety of complete sentence types and structures. ★ □	3A5	

Objective	Standard*	
Writes for a variety of purposes and audiences. □	3B1	
Dictates/writes language experience stories. ★ □	3B2	
Writes sequential events in a personal experience story.	3B3	
Participates in shared writing experiences.	3B4	
Writes a descriptive paragraph that expresses reactions, feelings, and thoughts in clear, concise, and appropriate ways. ★ □	3C1	
Follows one step, two-step and three-step oral directions.	4A1	
Asks for clarification and/or explanation of words, directions, and ideas.	4A2	
Demonstrates attentive listening by retelling, paraphrasing, and explaining what has been said by the speaker.	4A3	
Expresses ideas in complete sentences.	4B1	
Uses correct verb tense and noun-verb agreement in oral communication.	4B2	
Uses correct sentence structure, word use, and forms (e.g., simple and compound) in oral communication.	4B2	
Uses clear and specific vocabulary to communicate ideas orally.	4B2	
Employs appropriate vocal intonations (e.g., voice level, phrasing, etc.).	4B2	
Tells and retells events and stories in logical order. ★	4C1	
Asks how and why questions.	5A1	
Locates information in reference materials. 🖐	5A2	
Uses a primary dictionary to find correct meanings of unfamiliar words.	5A3	
Uses glossaries, dictionaries, and encyclopedias to answer questions. 🖐	5A4	
Works in groups to research and present findings in appropriate written and oral formats. 🖐	5A5	

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Second Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

Language Arts Objectives

Objective	Standard*	
Retells content of text read independently. 🖐️ ★	1A1	
Determines purpose for reading (e.g., to inform, persuade, or entertain).	1A2	
Clarifies meaning of text by asking and answering questions. 🖐️	1A3	
Organizes information logically and sequentially based on passage read. ★	1A4	
Determines and explains author's purpose and explicit main idea(s) in text. 🖐️	1A5	
Makes and confirms predictions about events and ideas presented in text. 🖐️	1A6	
Summarizes text read, including characters, setting, events, and solution. 🖐️ ★	1A7	
Makes connections between prior knowledge/experiences, and reading text.	1A8	
Describes the problem, solution, or central idea of text read. 🖐️	1A9	
Recognizes cause-effect relationships.	1A10	
Alphabetizes to the second letter. ☐	1A11	
Draws conclusions.	1A12	
Identifies and orally manipulates small units of sound (e.g., phonemes). 🖐️ ★	1B1	
Applies knowledge of language structure(s) (e.g., root words, prefixes, suffixes, contractions, singular possessives, simple abbreviations). ☐	1B2	
Applies word-analysis skills using knowledge of consonant-vowel patterns and homophones. ★	1B2	
Identifies word patterns and families. ☐	1B2	
Identifies vowel digraphs, diphthongs, and controlled vowels. ☐	1B2	
Applies knowledge of homonyms, antonyms, synonyms, and homographs. ☐	1B2	
Identifies variant and silent consonants (e.g., /gn/, /g/).	1B2	
Demonstrates ability to read aloud with appropriate vocal patterns.	1C1	
Reads various texts aloud using word analysis skills and knowledge of consonants, common vowel sounds and patterns, consonant blends, language structures, and punctuation. 🖐️ ★	1C2	

Objective	Standard*	
Exhibits engagement in reading by responding to text orally, in writing, or through the arts. ★	1D	
Distinguishes nonfiction from fiction.	2A1	
Describes effects of humor within a work of literature.	2A2	
Identifies topics presented in works of literature.	2A3	
Compares and contrasts character traits, settings, and mood of stories. 🖐️	2A4	
Distinguishes between works of poetry and prose.	2A5	
Defines the major characteristics of significant forms of literature and describes their operation in selected works.	2A6	
Compares and contrasts the treatment of friendship and family and personal heritage by authors of different cultures.	2B1	
Identifies/describes ways literature reflects culture, heritage, and traditions.	2B2	
Writes and edits manuscripts to demonstrate correct use of grammar. ★	3A1	
Uses standard punctuation conventions (periods, question marks, exclamation marks, commas, and apostrophes). ★	3A2	
Uses correct capitalization. ★	3A3	
Uses appropriate headings on papers.	3A4	
Writes a variety of complete sentence types and structures. ★	3A5	
Generates ideas for writing by brainstorming.	3B1	
Provides clear introduction, body, support and sense of closure to writing. ★	3B2	
Maintains a journal to express thoughts and feelings.	3B3	
Composes a well-organized, coherent report on a student-selected topic. 🖐️ □	3B4	
Applies techniques and strategies associated with the writing process to critique, revise, and edit manuscripts. □	3B5	
Participates in shared writing activities.	3B6	
Works independently on writing.	3C1	
Writes and illustrates stories to convey meaning. □	3C2	
Writes for public and personal purposes.	3C3	
Identifies standards for listening.	4A1	
Listens for sustained periods of time.	4A2	
Listens for specific information to answer questions..	4A3	
Demonstrates attentive listening by retelling, paraphrasing, and explaining what has been said by the speaker. 🖐️	4A4	
Expresses ideas orally in complete sentences.	4B1	
Uses singular and plural nouns correctly.	4B1	
Critiques oral presentations of self and others.	4B1	

Objective	Standard*	
Uses correct sentence structure, word use, and forms in oral communication.	4B2	
Uses appropriate volume and pitch and pronounces words clearly.	4B2	
Uses appropriate audience/listener responses.	4B2	
Retells settings, plot, events, characters, and theme. 🖐️ ★	4C1	
Recalls the content of an oral message.	4C2	
Gives oral presentations by speaking clearly at an understandable rate and using audience feedback.	4C3	
Gives oral directions.	4C4	
Creates and presents oral stories and reports with or without notes. 🖐️	4C5	
Demonstrates poise and self-confidence when speaking.	4C6	
Creates and participates in oral dramatic presentations.	4C7	
Presents brief oral reports that express ideas in an organized manner. 🖐️	4C8	
Takes one side of issue and provides reasons to support it in informal debate.	4C9	
Speaks courteously and respectfully to all persons.	4C10	
Asks how and why questions.	5A1	
Locates information in reference materials. 🖐️	5A2	
Uses a primary dictionary to find correct meanings of unfamiliar words.	5A3	
Uses reference materials and available technology to answer questions. 🖐️	5A4	
Gathers and uses information to gain knowledge, solve problems, and support positions.	5A5	
Orally examines the extent to which media provides a source of entertainment, as well as a source of information.	5A6	
Evaluates the validity of products advertised through various media.	5A7	
Working in cooperative groups, presents research findings in appropriate written and oral formats. 🖐️	5A8	

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Kindergarten-Primary Assessment Tools

Kindergarten Assessment Profile Mathematics

Name _____ I.D. _____

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6 E 3 COUNTS BY		10's <input type="checkbox"/>	5's <input type="checkbox"/>	2's <input type="checkbox"/>
6 A 1 RECOGNIZES NUMERALS	0-5 <input type="checkbox"/>	0-10 <input type="checkbox"/>	0-12 <input type="checkbox"/>	0-20 <input type="checkbox"/>
	0-30 <input type="checkbox"/>	0-50 <input type="checkbox"/>	0-80 <input type="checkbox"/>	0-100 <input type="checkbox"/>
7 A 1 TELLS TIME TO		HALF HOUR <input type="checkbox"/>		HOUR <input type="checkbox"/>
6 A 4 RECOGNIZES NUMBER WORDS	ONE <input type="checkbox"/>	THREE <input type="checkbox"/>	FIVE <input type="checkbox"/>	SEVEN <input type="checkbox"/>
	TWO <input type="checkbox"/>	FOUR <input type="checkbox"/>	SIX <input type="checkbox"/>	EIGHT <input type="checkbox"/>
			TEN <input type="checkbox"/>	
6 B 1 RECOGNIZES NUMBER FACTS (SUMS) OR COMBINES SETS	THRU 5 <input type="checkbox"/>	THRU 10 <input type="checkbox"/>	THRU 20 <input type="checkbox"/>	
6 B 2 RECALLS NUMBER FACTS (SUMS)	THRU 5 <input type="checkbox"/>	THRU 10 <input type="checkbox"/>	THRU 20 <input type="checkbox"/>	
8 A 1 CLASSIFIES BY	SIZE <input type="checkbox"/>	SIZE AND SHAPE <input type="checkbox"/>	SIZE, SHAPE & COLOR <input type="checkbox"/>	
6 D 1 IDENTIFIES FRACTIONAL PARTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
◇ UNDERSTANDS THE VALUE OF ZERO			<input type="checkbox"/>	



9 A 1, 2 RECOGNIZES GEOMETRIC SHAPES	CIRCLE <input type="checkbox"/>	SQUARE <input type="checkbox"/>	TRIANGLE <input type="checkbox"/>	OVAL <input type="checkbox"/>	DIAMOND <input type="checkbox"/>
	CIRCLE <input type="checkbox"/>	SQUARE <input type="checkbox"/>	TRIANGLE <input type="checkbox"/>		
7 D 1, 2 RECOGNIZES COINS	PENNY <input type="checkbox"/>	NICKEL <input type="checkbox"/>	DIME <input type="checkbox"/>	QUARTER <input type="checkbox"/>	
	COUNTS AND REPRESENTS MONEY VALUES UP TO \$.25 USING DIFFERENT COMBINATIONS OF COINS				<input type="checkbox"/>
9 B 1 RESPONDS TO DIRECTIONS ABOUT LOCATIONS	RIGHT, LEFT, ABOVE, ON, BELOW				<input type="checkbox"/>
10 A 2 INTERPRETS INFORMATION FROM A PICTURE GRAPH					<input type="checkbox"/>
7 A 1 MEASURES USING NON-STANDARD UNITS					<input type="checkbox"/>
8 B 1 IDENTIFIES EQUAL AND UNEQUAL GROUPS					<input type="checkbox"/>
8 B 2 LOCATES WHOLE NUMBERS 0 - 10 ON A NUMBER LINE					<input type="checkbox"/>
8 D 1 DEVICES STORY PROBLEMS FROM PICTURES					<input type="checkbox"/>


Kindergarten Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

Mathematics Objectives

Objective	Standard*	
Counts orally to 100. 🖐️	6A1	
Recognizes numerals through 100. ★	6A1	
Orders numbers from 1 through 100. ★	6A1	
Compares whole numbers up to 100 using the words more than, less than, and the same as. ★	6A2	
Represents numbers using physical models. 🖐️	6A3	
Recognizes number words through ten. ★	6A4	
Represents number facts (sums) through 20. 🖐️	6B1	
Recalls number facts (sums) through 20.	6B2	
Adds two one-digit numbers. ★	6B3	
Devises stories/situations familiar to students that use addition.	6C1	
Solves stories/problems that involve addition. ★	6C2	
Demonstrates the use of the addition and equal symbols. ★	6C3	
Identifies and names fractional parts of a whole using $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. ★	6D1	
Demonstrates meaning of unit fractions $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ as being a whole separated into parts of the same size.	6D2, 3	
Counts forward to 100.	6E1	
Counts backward from 50.	6E2	
Counts by 2's up to 20.	6E3	
Demonstrates how to measure using non-standard units. 🖐️	7A1	
Compares the size of objects: length, height, and weight. 🖐️	7B	
Estimates which container is most appropriate for given amount of filler.	7B1	
Discusses appropriateness of non-standard units of measure to be used (e.g., number of paper clips or number of paces [steps] room is long?).	7C1	

Objective	Standard*	
Measures and tells time using instruments and units to nearest half hour. ★	7C2	
Identifies and gives the value of penny, nickel, dime and quarter. ★	7D1	
Counts up to a quarter using different combinations of coins. ★	7D2	
Recognizes patterns. ★	8A	
Classifies and sorts objects by common attribute. 	8A1	
Identifies equal and unequal groups that have nine or fewer members.	8B1	
Locates numbers on a number line. ★	8B2	
Models concepts of equal and unequal groups using concrete objects. 	8C1	
Makes up and solves a story problem that could be derived from picture.	8D1	
Identifies the shapes of objects common to the environment.	9A1	
Identifies a circle, square, triangle, and rectangle. ★	9A2	
Responds to directions about (in front of, right, left). ★	9B1	
Folds shapes into congruent parts.	9B2	
Collects data based on likes and dislikes using concepts more and less.	10A1	
Reads and interprets information from a picture graph. ★	10A2	

 Denotes objectives which may be documented by a performance assessment (counting, measuring, etc.).

★ Denotes objectives are included in this assessment handbook. Some are performance assessments and some are pencil and paper tasks.

Denotes objectives which may best be documented by collecting samples of student work.

* The Standard refers to the Illinois State Goal, Chicago Academic Standard, and Curriculum Framework Statement addressed by that objective. For example, 7A4 means Illinois State Goal 7, Chicago Academic Standard A, and Curriculum Framework Statement 4.

First Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

Mathematics Objectives

Objective	Standard*	
Counts, reads, writes, and orders whole numbers to 1000. ★	6A1	
Compares whole numbers up to 100 using the words more than, less than, and the same as. ★	6A2	
Represents equivalent forms of the same number through the use of physical models. 🖐️	6A3	
Recognizes the dollar symbol (\$) and reads simple decimals in the context of whole dollar amount (e.g., \$1.00, \$2.00).	6A4	
Models the meaning of addition (putting together). 🖐️	6A6	
Adds using place value concepts whole numbers having up to two digits with and without regrouping to the tens place. ★	6B1	
Subtracts whole numbers having up to two digits without regrouping. ★	6B2	
Adds simple decimals written in the context of whole dollar amounts of money (e.g., \$3.00 + \$2.00). ★	6B3	
Demonstrates the relationship between addition and subtraction (e.g., $3 + 4 = 7$, $7 - 3 = 4$, $7 - 4 = 3$). ★	6B4	
Demonstrates and names the fractions $\frac{1}{2}$ and $\frac{1}{4}$. ★	6B5	
Discusses and solves problems involving addition and subtraction. ★	6C1	
Uses addition and subtraction to solve one-and two-step problems taken from story situations and contexts familiar to students. ★	6C2	
Demonstrates and uses the addition, subtraction and equal symbols (+, -, =). ★	6C3	
Identifies and names fractional parts of a whole using $\frac{1}{5}$ and $\frac{1}{10}$.	6D1	
Demonstrates and discusses the meaning of the fractional parts for denominators up to $\frac{1}{5}$ and $\frac{1}{10}$.	6D2	
Identifies and names fractional parts of given regions for fractions up to $\frac{1}{5}$ and $\frac{1}{10}$ and regions involving more than just unit fractions.	6D3	
Counts backward from 20.	6E1	
Counts by 2's up to 50.	6E2	

Objective	Standard*	
Demonstrates understanding of the identity property of zero on addition. ★	6E3	
Measures using non-standard units (e.g., How many crayons long is the table?). 🖐️	7A1	
Estimates, then measures distances in both customary and metric systems. 🖐️	7B1	
Compares measures and capacities of different objects and containers. 🖐️	7B2	
Identifies units of measure that would be appropriate for measuring given objects (e.g., to measure an amount of water should you use distance measures, liquid measures, or weight/mass measures?).	7C1	
Measures and tells time using instruments (e.g., analog and digital clocks, calendars) and units (e.g., minutes, hours, days, years) to the nearest quarter-hour. ★	7C2	
Uses straightedges and rulers to draw line segments between given points. ★	7C3	
Measures the length of an object using customary and metric units to the nearest inch and centimeter. ★	7C4	
Associates temperature with situational pictures, drawings and models (e.g., hot, warm, cold). ★	7C5	
Measures volume, liquid and dry, in non-standard units. 🖐️	7C6	
Converts between closely associated money values (e.g., pennies to nickels, quarters to dollars). 🖐️	7D1	
Counts up to one dollar using different combinations of coins. 🖐️	7D2	
Makes change for purchases costing less than \$1.00. 🖐️	7D3	
Uses the cent sign (¢) appropriately for amounts less than \$1.00.	7D4	
Identifies and extends shape patterns made from given patterns. ★	8A1	
Discovers and explains the pattern in a given simple number pattern.	8A2	
Identifies equal and unequal groups. ★	8B1	
Creates stories/situations from which simple addition and subtraction number sentences can be written. 🖐️	8B2	
Solves missing addend problems (e.g., $2 + \square = 5$). ★	8B3	
Forms and interprets human graphs that reflect functions and relationships (e.g., shoes to people).	8B4	
Models the concepts of equal and unequal groups using concrete objects and drawings. 🖐️	8C1	
Makes up and solves a story problem that could be derived from a picture, drawing, or model involving a simple number pattern (e.g., picture of shoes, 2 shoes for 1 person).	8D1	

Objective	Standard*	
Looks for and identifies various geometric shapes in the classroom not immediately discernible.	9A1	
Identifies, sorts, classifies, and compares familiar one- and two-dimensional shapes (e.g., circle, square, rectangle, triangle, rhombus) using concrete materials if needed. 🖐	9A2	
Names and describes attributes (e.g., number of sides) of geometric figures and objects. ★	9A3	
Identifies, names, and draws polygons that have 3 and 4 sides.	9A4	
Locates an object's location/position from directional clues.	9B1	
Folds shapes and arrays into congruent parts.	9B2	
Identifies and completes figures which are symmetric along a line.	9B3	
Sorts shapes that are the same. 🖐	9B4	
Analyzes data using concepts of largest, smallest, most often, least often, and middle.	10A1	
Reads and interprets information from a bar graph and uses objects and drawings to form a bar graph. ★ 🖐	10A2	
Gathers information using tallies and charts. ★	10A3	
Describes and explains data, graphs, patterns, and relationships clearly and logically and supports statements by linking them to the data. 🖐	10A4	
Relates the concept of a fractional part or a part of a group to the likelihood that something will happen (e.g., there are two possible outcomes on a coin, so it should land on heads about $\frac{1}{2}$ of the time; a spinner divided into 4 colors of equal size is likely to stop on yellow about 5 times out of 20 tries).	10C1	

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☐ Denotes objectives which may best be documented by collecting samples of student work.

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Second Grade Checklist

Teachers may use this checklist to monitor their coverage of the Chicago Academic Standards. The last column can be used to check off or date when a particular objective is covered or assessed.

Mathematics Objectives

Objective	Standard*	
Counts, reads, writes, and orders whole numbers to 10,000 and identifies the value of each digit. ★	6A1	
Compares whole numbers up to 1,000 using words & symbols (<, >, =). ★	6A2	
Represents equivalent forms of the same numbers through the use of physical models, word names, and symbols. ✎	6A3	
Reads and writes number words (e.g., twenty-one, forty-three). ★	6A4	
Reads, writes, orders simple decimals in the context of dollars and cents. □	6A5	
Demonstrates the meaning of addition (putting together, increasing) and subtraction (taking away, decreasing). ★	6A6	
Estimates and uses exact numbers in appropriate situations (e.g., if 1 pizza feeds 6 students, estimate the number of pizzas needed for 14 students). ✎ ★	6A7	
Adds whole numbers having up to three digits using place-value concepts to regroup, when necessary (regrouping to the hundreds place). ★	6B1	
Subtracts two whole numbers having up to three digits using place-value concepts to regroup to the tens place. ★	6B2	
Multiplies and divides one- and two-digit numbers by the numbers 2 - 5. □	6B3	
Adds and subtracts amounts of money given as dollars and cents. ★	6B4	
Identifies and uses the relationship between addition and subtraction to develop strategies to add and subtract whole numbers and to solve problems. ★	6B5	
Names and identifies fractions with denominators less than 10. ★	6B6	
Analyzes problem situations and identifies when to add or subtract. ★	6C1	
Uses multiplication to solve simple problems. ★	6C2	
Demonstrates and uses the multiplication symbol, the less than and greater than, and not equal symbols (\times , <, >, \neq). ★	6C3	
Justifies that computational results are correct.	6C4	
Identifies and names fractional parts of a whole using any unit fraction. ★	6D1	

Objective	Standard*	
Divides a whole into a specified number of equal parts and names one of these parts as a fraction $1/n$.	6D2	
Identifies fractional parts of given regions. ★	6D3	
Compares fractional parts of a set or a whole with denominators up to 5 using concrete and real-world models or symbols (e.g., $\frac{1}{2}$ is greater than $\frac{1}{4}$; $\frac{1}{2} > \frac{1}{4}$).	6D4	
Identifies the part of a set or a region that represents the sum or difference of two fractional parts of the set or region.	6D5	
Counts by 2's up to 50 and 3's up to 30.	6E1	
Identifies and names odd and even numbers.	6E2	
Demonstrates understanding of the identity property of zero in addition and subtraction.	6E3	
Compares using nonstandard units of measure (e.g., Who is the tallest person in class?, Which container holds more?). 🖐	7A1	
Estimates weight/mass or volume of given objects and containers. ★	7B1	
Determines if estimate is more, less or equal to the actual measure.	7B2	
Uses measurement tools to compare measures (e.g., balance scales, thermometers, calendars). 🖐	7C1	
Measures/tells time using instruments (e.g., analog and digital clocks) and units (e.g., minutes, hours, days, years) to the nearest 1 and 5 minutes. ★	7C2	
Uses a ruler to measure the length of a given line segment in both customary and metric units. ★	7C3	
Measures the length of an object using customary and metric units to the nearest $\frac{1}{2}$ inch. ★	7C4	
Determines the perimeter of a drawn figure by measuring.	7C5	
Uses Celsius and Fahrenheit thermometers to measure and compare, to the nearest degree, temperatures at or above zero. 🖐	7C6	
Associates familiar situations with appropriate temperatures (e.g., carton of milk - about 45° , warm summer day - about 80°). ★	7C7	
Demonstrates and discusses relationships between associated units (e.g., hours - days, months - years). 🖐	7C8	
Measures liquid volume in customary units. 🖐	7C9	
Converts between all money values (e.g., dollars to dimes). ★	7D1	
Represents up to \$5.00 as combinations of money values (e.g., \$3.00 = 2 dollar bills, 2 quarters, and 5 dimes).	7D2	
Makes change for purchases costing less than \$5.00. ★	7D3	
Uses the dollar sign appropriately for amounts exceeding \$1.00.	7D4	
Creates simple patterns using shapes and explains and justifies them.	8A1	

Objective	Standard*	
Extends number patterns formed by addition and subtraction. ★	8A2	
Uses (=, ≠) symbols to show equal and unequal groups. ★	8B1	
Creates stories/situations from which simple multiplication and division sentences can be written. 🖐	8B2	
Selects appropriate symbols (<, =, >) to make a number sentence true. ★ □	8B3	
Solves missing subtrahend problems (e.g., $9 - \square = 5$). ★ □	8B4	
Identifies and represents whole numbers on a number line. ★	8B5	
Locates objects in an array given the row and column.	8B6	
Models the concepts of equal and unequal groups (known and unknown quantities) using concrete objects, drawings, symbols, and words. 🖐	8C1	
Demonstrates using a balance what happens to an equality relationship when change occurs on one side.	8C2	
Makes up a story that would involve a pattern that could be derived from a table or chart.	8D1	
Solves problems involving addition/subtraction-based number patterns. □	8D2	
Identifies, sorts, classifies and compares three-dimensional shapes using concrete materials. 🖐	9A1	
Describes various geometric shapes in words according to their properties and characteristics.	9A2	
Draws line segments of various lengths. ★	9A3	
Identifies and completes figures which are symmetric along a line and draws the line of symmetry. ★	9B1	
Reads and interprets information from a line graph and uses objects and drawings to form line graphs. ★	10A1	
Analyzes data gathered from tallies and charts and draws reasonable conclusions (e.g., more boys than girls like basketball, boys and girls like bicycle riding equally). ★	10A2	
Reads and interprets a schedule (e.g., the daily classroom schedule) or calendar (e.g., identifies past and future days of the week and identifies specific dates). 🖐 ★	10A3	
Lists the possible outcomes of a simple event (e.g., choosing a sock, tossing a coin).	10C1	

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Teacher Survey

Your comments about the instruments enclosed in the handbook will help us to improve it for next year. Please complete the questions below and mail the survey to:

Handbook of Kindergarten-Primary Assessment Tools
Office of Accountability
Student Assessment — 11th Floor
Mail Run 125

What grade level do you teach?

Kindergarten

First Grade

Second Grade

Check the boxes below to indicate the instruments you used with your students, whether the information they provided was helpful in planning instruction, or if the information was of little use in determining and documenting children's progress. Your specific comments about the instruments — ease of administration, ways they were helpful, or how they could be improved — would be particularly beneficial.

Instrument	Used	Helpful	Disappointing	Comments
Beginning Consonants				
Rhyme				
Initial and Final Sounds				
Segmenting Words into Phonemes				
Adding and Deleting Phonemes				
Oral Retelling				
Written Response to Text				
Syntactic Structure - Repetition				
Syntactic Structure - Dictation				
Sight Words				
Reading Observation — Miscue Analysis				

Instrument	Used	Helpful	Disappointing	Comments
Dragon Spelling Test				
Speedy Spelling Test				
Written Composition				
Counting				
Addition				
Subtraction				
Place Value				
Word Problems				
Fractions				
Time				
Measurement				
Money				
Patterns				
Symbols				
Geometry				
Graphs				
First Grade Math Test				
Second Grade Math Test				
Kindergarten Profile				
Kindergarten Checklist				
First Grade Checklist				
Second Grade Checklist				

*Please use the space on the reverse side to provide additional comments about the assessment handbook in general or about any specific instrument. Comments on the way you used the handbook, ease or difficulty of administering the instruments, helpfulness of results, or suggestions for improving the instruments or adding other ones would be appreciated. **Thank You!***