

STAAR CONNECTION™

Diagnostic Series™

Math
K
teacher



KAMICO®
Instructional Media, Inc.

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Math
K
teacher

Diagnostic Series™

XVII.2/iv/MMXVII

Version 1



KAMICO®

Instructional Media, Inc.

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P.O. Box 1143

Salado, Texas 76571

Telephone: 254.947.7283 Fax: 254.947.7284

E-mail: info@kamico.com Website: www.kamico.com

KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *STAAR CONNECTION Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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P.O. Box 1143
Salado, Texas 76571
Telephone: 254.947.7283 Fax: 254.947.7284

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STAAR CONNECTION™
Diagnostic Series™
Kindergarten Math
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Texas Essential Knowledge and Skills Kindergarten Mathematics

Mathematical Process Standards

- (1) **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
 - (A) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
 - (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
 - (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - (E) create and use representations to organize, record, and communicate mathematical ideas;
 - (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

- (2) **Number and operations.** The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:
 - (A) count forward and backward to at least 20 with and without objects;
 - (B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;

- (C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;
 - (D) recognize instantly the quantity of a small group of objects in organized and random arrangements;
 - (E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;
 - (F) generate a number that is one more than or one less than another number up to at least 20;
 - (G) compare sets of objects up to at least 20 in each set using comparative language;
 - (H) use comparative language to describe two numbers up to 20 presented as written numerals; and
 - (I) compose and decompose numbers up to 10 with objects and pictures.
- (3) **Number and operations.** The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
- (A) model the action of joining to represent addition and the action of separating to represent subtraction;
 - (B) solve word problems using objects and drawings to find sums up to 10 and differences within 10; and
 - (C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.
- (4) **Number and operations.** The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

- (5) **Algebraic reasoning.** The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.
- (6) **Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
- (A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;
 - (B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;
 - (C) identify two-dimensional components of three-dimensional objects;
 - (D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;
 - (E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and
 - (F) create two-dimensional shapes using a variety of materials and drawings.
- (7) **Geometry and measurement.** The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:
- (A) give an example of a measurable attribute of a given object, including length, capacity, and weight; and
 - (B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
- (8) **Data analysis.** The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
- (A) collect, sort, and organize data into two or three categories;
 - (B) use data to create real-object and picture graphs; and
 - (C) draw conclusions from real-object and picture graphs.

- (9) **Personal financial literacy.** The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:
- (A) identify ways to earn income;
 - (B) differentiate between money received as income and money received as gifts;
 - (C) list simple skills required for jobs; and
 - (D) distinguish between wants and needs and identify income as a source to meet one's wants and needs.

Name _____ Date _____

1 Look at the numbers.

7, 8, 9, 10, , ,

What are the next three numbers?

A 11, 12, 13

B 9, 8, 7

C 12, 14, 16

2

$$\begin{array}{cccccc} \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & & \text{🐞} & \text{🐞} & = \\ \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & - & \text{🐞} & & \end{array}$$

A

$$\begin{array}{cccc} \text{🐞} & \text{🐞} & \text{🐞} & \\ \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} \end{array}$$

B

$$\begin{array}{ccccccc} \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} \\ \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \text{🐞} & \end{array}$$

C

$$\begin{array}{ccc} \text{🐞} & \text{🐞} & \text{🐞} \\ \text{🐞} & \text{🐞} & \text{🐞} \end{array}$$

3 Look at the coin.



What is the name of the coin?

- A nickel
- B dime
- C penny

4 Look at the numbers.

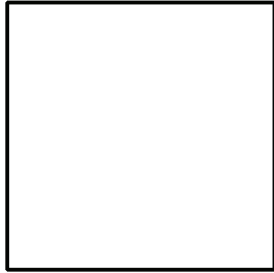
1, 2, 3, 4, , ,

What are the next three numbers?

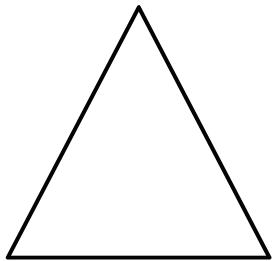
- A 3, 2, 1
- B 5, 6, 7
- C 41, 42, 43

5 Which shape is a triangle?

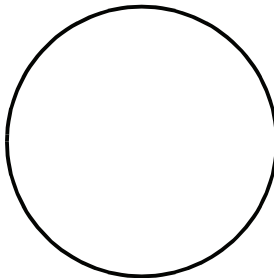
A



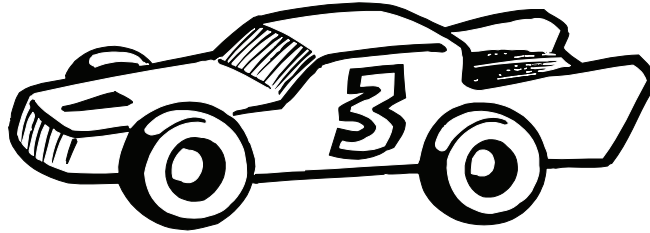
B



C



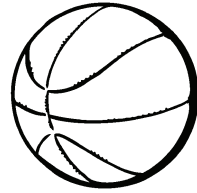
6 Look at the car.



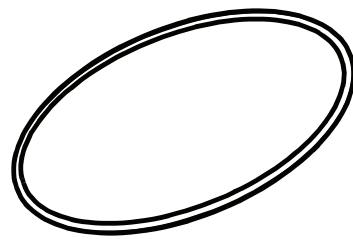
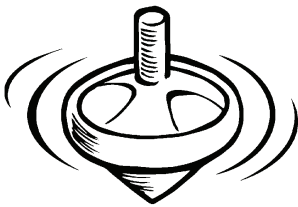
To find out how long the car is, measure the car's —

- A length.
- B capacity.
- C weight.

7 These are balls.

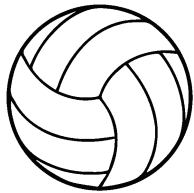


These are not balls.



Look at the pictures below. Which is a ball?

A



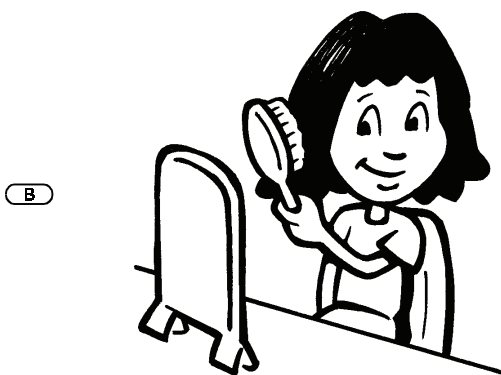
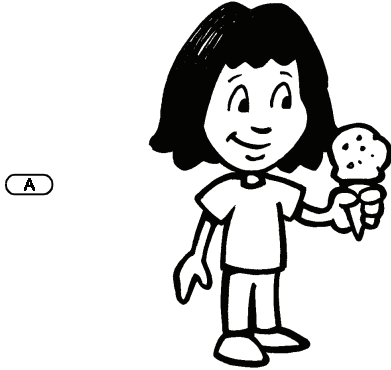
B



C



8 Look at Tamika. Which shows a way Tamika is most likely earning money?



Student
Name:

STAAR CONNECTION™
Kindergarten
Diagnostic Series Math

Math assessment questions are listed below by reporting category and TEKS.
Circle the number of any question that has been answered incorrectly.
Next, circle the TEKS that needs additional reinforcement.

Assessment 1

Question Number	Answer	TEKS	Process Skill
1	A	2A	1E
2	A	3A	1C
3	B	4	1D
4	B	5	1E
5	B	6A	1A
6	A	7A	1C
7	A	8A	1G
8	C	9A	1A

Assessment 2

Question Number	Answer	TEKS	Process Skill
1	B	2B	1D
2	B	3B	1B
3	A	4	1D
4	A	5	1E
5	A	6B	1A
6	C	7B	1C
7	B	8B	1D
8	B	9B	1A