

Thinking Kids'™

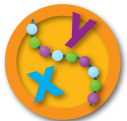
MATH

Kindergarten

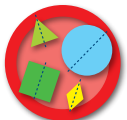
NCTM Strands Covered:



Number and
Operations



Algebra



Geometry



Measurement



Data Analysis
and Probability

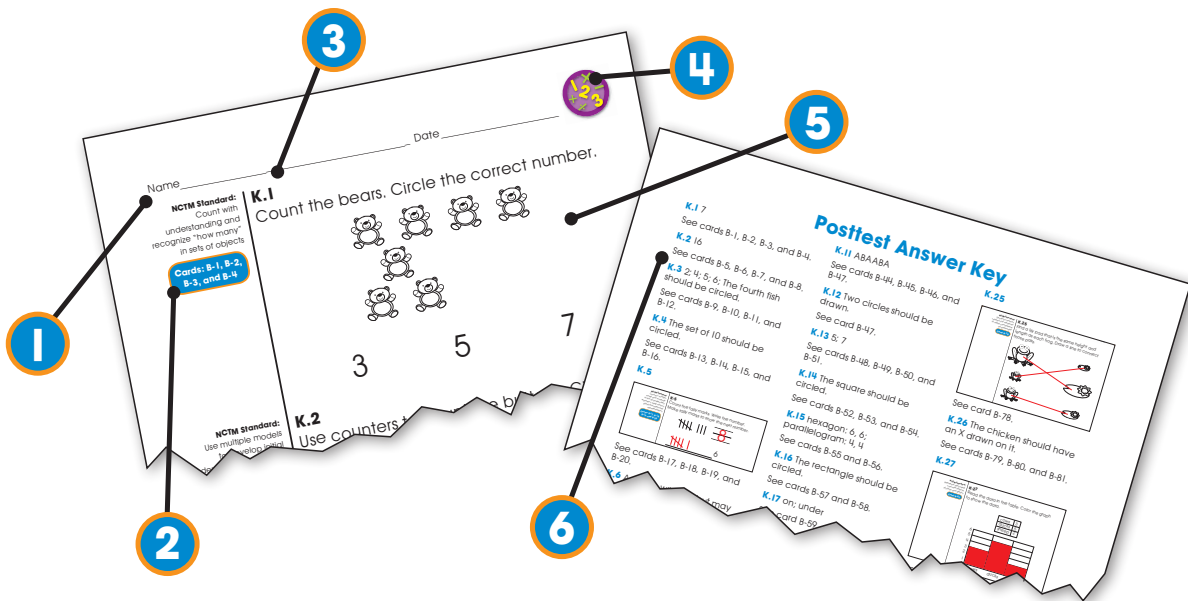


Posttest

How to Use This Assessment

This Posttest assesses your students' understanding of the concepts and objectives from the *Thinking Kids™ Math* Grade K boxed set. After your students have completed the cards from the set, use this Posttest to determine if they have mastered the concepts and to identify students that need reteaching and further practice.

Here are the specific features of this assessment:



- 1** NCTM standard that the activity addresses
- 2** Corresponding *Thinking Kids™ Math* card(s) (Use these cards for teaching, reinforcing, or remediating the standard.)
- 3** Grade level and problem number
- 4** Symbol for the NCTM strand covered in the activities (See page I for a key depicting each strand.)
- 5** Test item that relates to the standard and assesses students' readiness levels
- 6** Activity answers and corresponding cards to use to assess the standard

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Name _____ Date _____

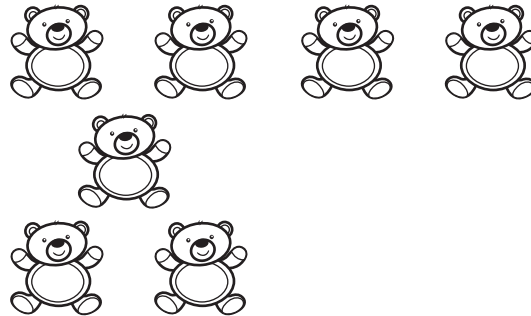
NCTM Standard:

Count with understanding and recognize "how many" in sets of objects

Cards: B-1, B-2, B-3, and B-4

K.1

Count the bears. Circle the correct number.



3

5

7

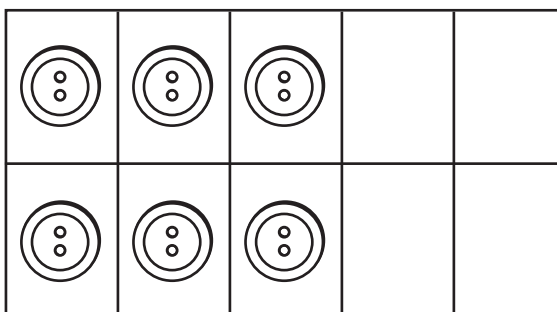
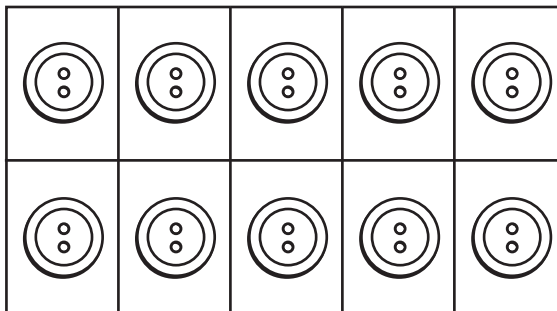
NCTM Standard:

Use multiple models to develop initial understandings of place value and the base-ten number system

Cards: B-5, B-6, B-7, and B-8

K.2

Use counters to count the buttons. Circle the correct number.



14

16

18



Name _____ Date _____

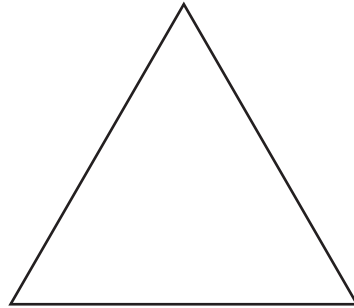
NCTM Standard:

Understand and represent commonly used fractions, such as $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$

Card: B-21

K.6

Draw a line in each shape to make two equal parts.



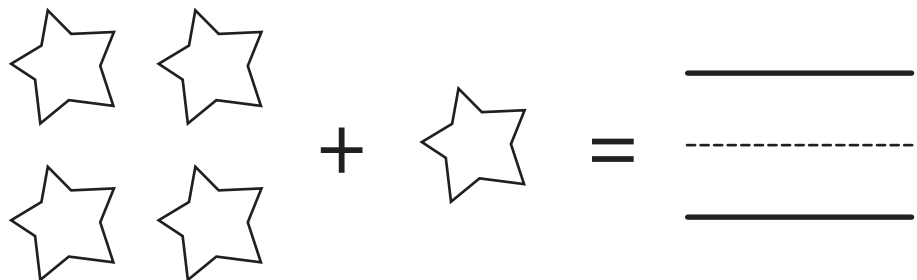
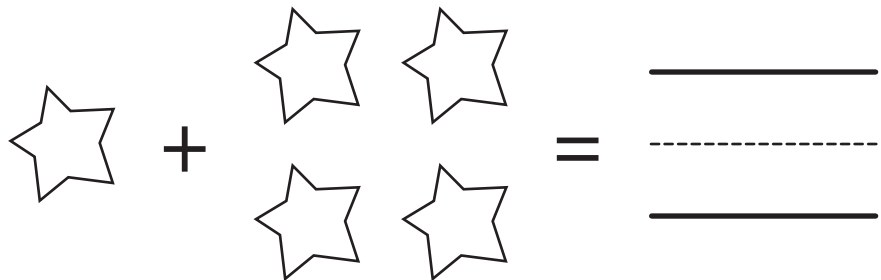
NCTM Standard:

Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations

Cards: B-22, B-23, B-24, B-25, B-26, and B-27

K.7

Count the stars. Write how many stars in all.





Name _____ Date _____

NCTM Standard:

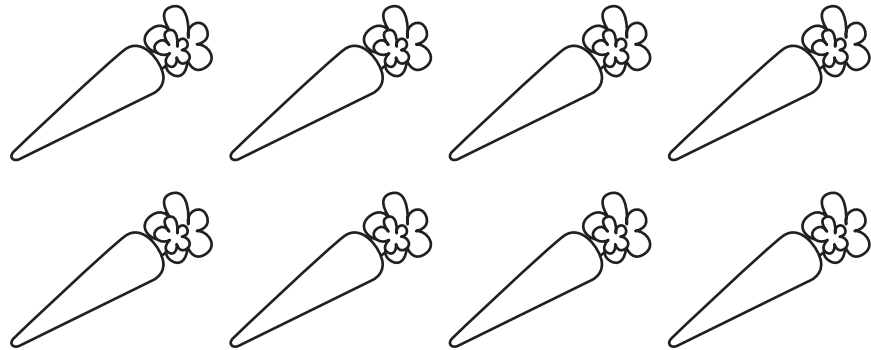
Understand the effects of adding and subtracting whole numbers

Cards: B-28, B-29, B-30, and B-31

K.8

A farmer had 8 carrots. Rabbits ate 4 carrots. How many carrots are left?

Cross out the carrots that the rabbits ate. Write how many carrots are left.



 - - - - -
 _____ carrots

NCTM Standard:

Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally

Cards: B-32, B-33, B-34, B-35, B-36, B-37, and B-38

K.9

Jan picked 10 pears. She put the same amount in each basket. How many pears are in each basket?

Draw the pears that Jan put in each basket.



 - - - - -
 _____ pears



Name _____ Date _____

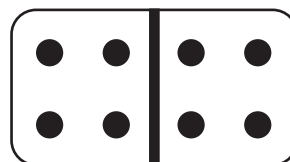
NCTM Standard:

Develop and use strategies for whole-number computations, with a focus on addition and subtraction

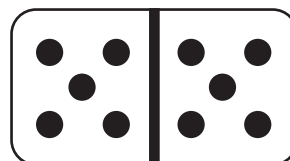
Cards: B-32, B-33, B-34, B-35, B-36, B-37, B-39, B-40, B-41, B-42, and B-43

K.10

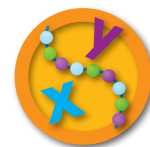
Write the number sentence for each picture.



$$\begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} + \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} = \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$



$$\begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} + \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array} = \begin{array}{c} \text{_____} \\ \text{-----} \\ \text{_____} \end{array}$$



Name _____ Date _____


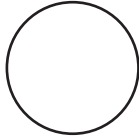


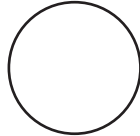

NCTM Standard:

Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns and translate from one representation to another

Cards: B-44, B-45, B-46, and B-47

K.11

Name the pattern using letters.

					
_____	_____	_____	_____	_____	_____
-----	-----	-----	-----	-----	-----
_____	_____	_____	_____	_____	_____

NCTM Standard:

Analyze how both repeating and growing patterns are generated

Card: B-47

K.12

Draw what comes next.









NCTM Standard:

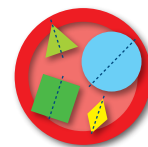
Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols

Cards: B-48, B-49, B-50, and B-51

K.13

Write the number that each fruit is hiding.

 - 3 = 2		 - 4 = 3
 = _____		 = _____
_____		_____
_____		_____



Name _____ Date _____

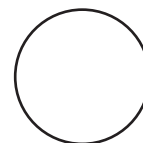
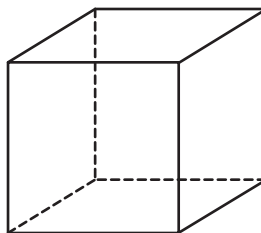
NCTM Standard:

Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes

Cards: B-52, B-53, and B-54

K.14

Circle the shape that is on the bottom of the cube.



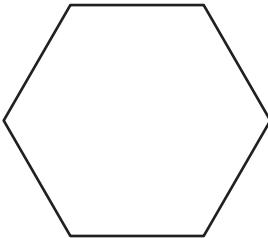
NCTM Standard:

Describe attributes and parts of two- and three-dimensional shapes

Cards: B-55 and B-56


K.15

Write the number of sides and corners each shape has.



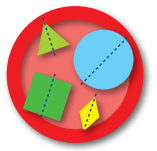
_____ sides

_____ corners



_____ sides

_____ corners



Name _____ Date _____

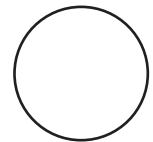
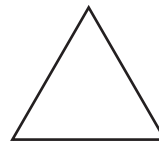
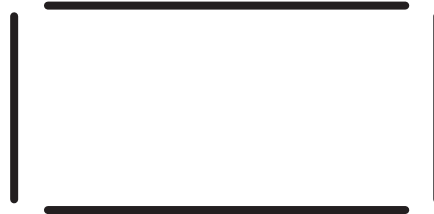
NCTM Standard:

Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes

Cards: B-57 and B-58

K.16

Circle the shape that can be made if the lines are put together.



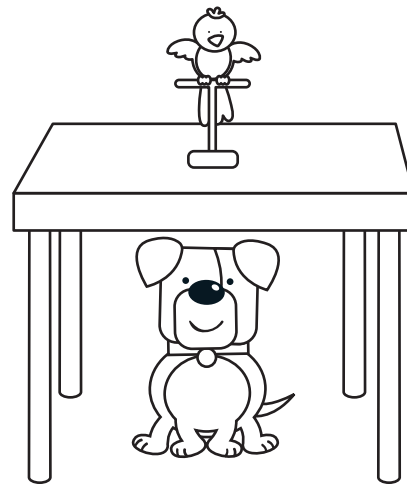
NCTM Standard:

Describe, name, and interpret relative positions in space and apply ideas about relative position

Card: B-59

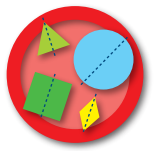
K.17

Circle the word that describes where each animal is.



The bird is (**in**, **on**) the table.

The dog is (**next to**, **under**) the table.



Name _____ Date _____





NCTM Standard:

Describe, name, and interpret direction and distance in navigating space and apply ideas about direction and distance

Cards: B-60 and B-61


K.18

Help the ladybugs find the leaves. Circle **left** or **right**. Write how many spaces each ladybug has to move to find her leaf.

 to  right _____
 _____ space

left _____

 to  right _____
 _____ spaces

left _____

NCTM Standard:

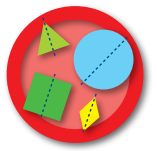
Recognize and create shapes that have symmetry

Cards: B-62 and B-63

K.19

Circle the letter that has symmetry.

L H P



Name _____ Date _____

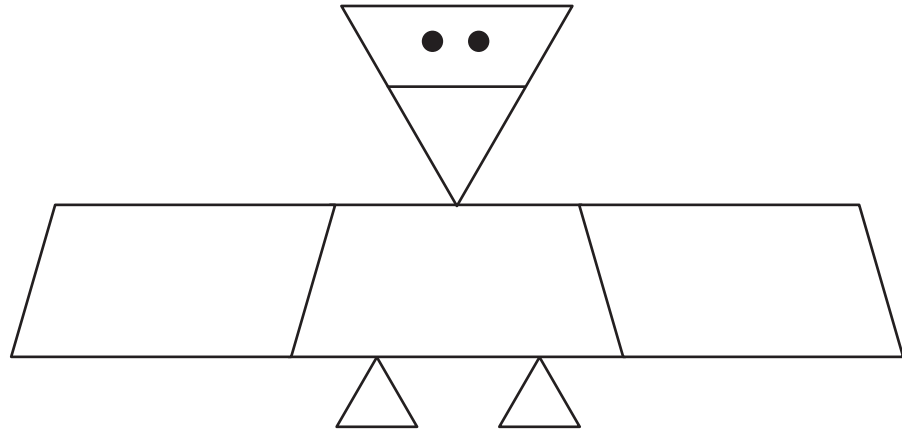
NCTM Standard:



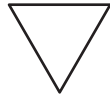
Recognize and represent shapes from different perspectives

Card: B-64

K.20

Count the number of each shape in the picture. Write each number.



	<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>
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Name _____ Date _____

NCTM Standard:

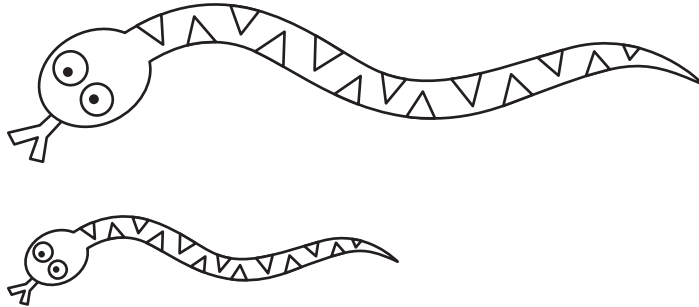
Recognize the attributes of length, volume, weight, area, and time

Cards: B-65, B-66, B-67, B-68, B-69, and B-70

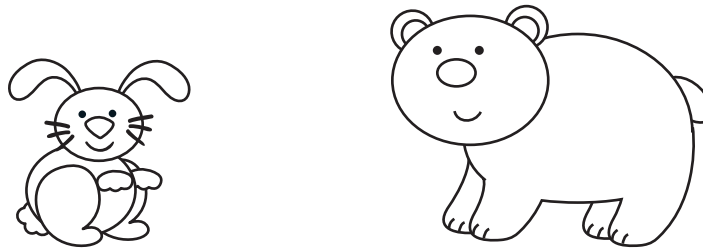
K.21

Circle the answer to each question.

Which snake is longer?



Which animal is heavier?



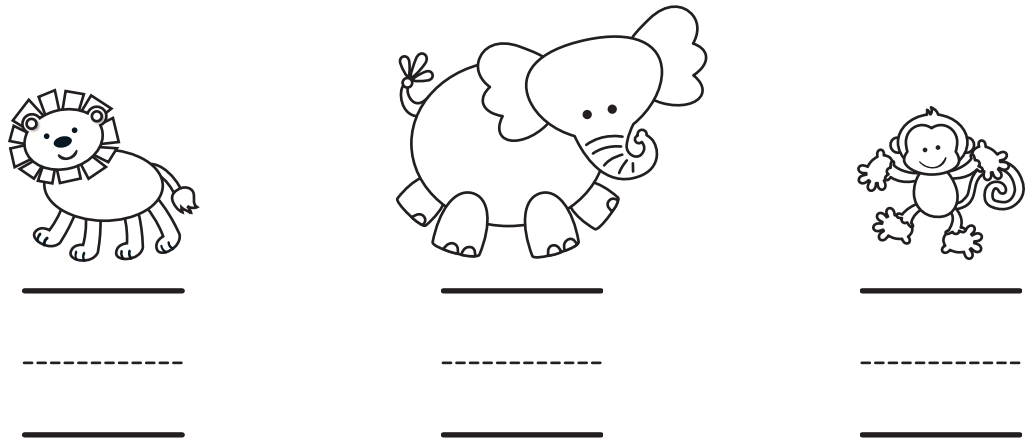
NCTM Standard:

Compare and order objects according to these attributes

Cards: B-65, B-66, B-67, B-68, B-69, and B-70

K.22

Number the pictures from **1** to **3** to order them from lightest to heaviest.





Name _____ Date _____

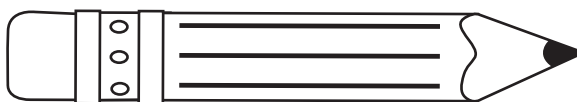
NCTM Standard:

Understand how to measure using nonstandard and standard units

Cards: B-69, B-71, B-72, B-73, B-74, B-75, B-76, and B-77

K.23

Use cubes to measure the object.



The pencil is about _____ cubes long.

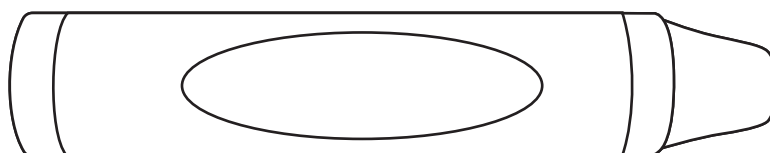
NCTM Standard:

Select an appropriate unit and tool for the attribute being measured

Cards: B-74, B-75, B-76, and B-77

K.24

Use a ruler to measure the object in inches. Write the number.



The crayon is _____ inches long.



Name _____ Date _____

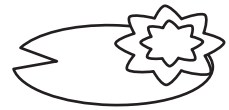
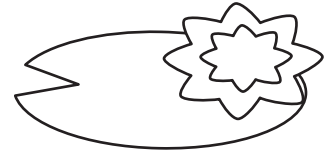
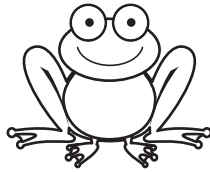
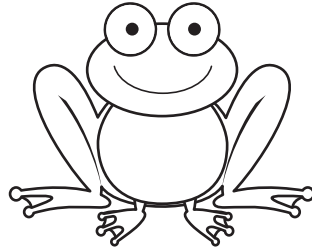
NCTM Standard:

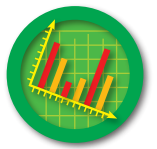
Develop common referents for measures to make comparisons and estimates

Card: B-78

K.25

Find the frogs and lily pads that are the same width. Draw lines to connect the pairs.





Name _____ Date _____

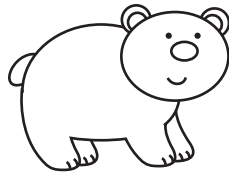
NCTM Standard:

Sort and classify objects according to their attributes and organize data about the objects

Cards: B-79, B-80, and B-81

K.26

Draw an X on the animal that does not belong.



NCTM Standard:

Represent data using concrete objects, pictures, and graphs

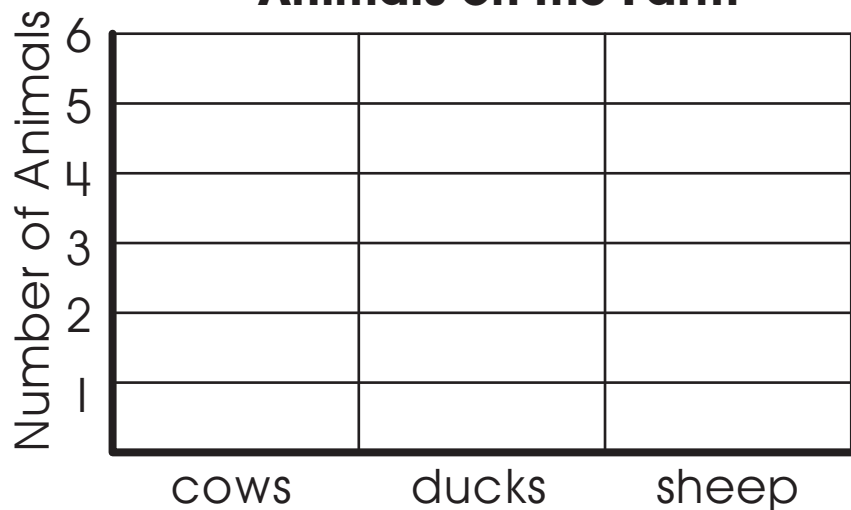
Card: B-82

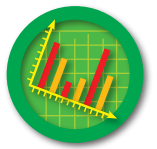
K.27

Read the data in the table. Color the spaces to graph the number of animals on the farm.

cows	3
ducks	5
sheep	2

Animals on the Farm





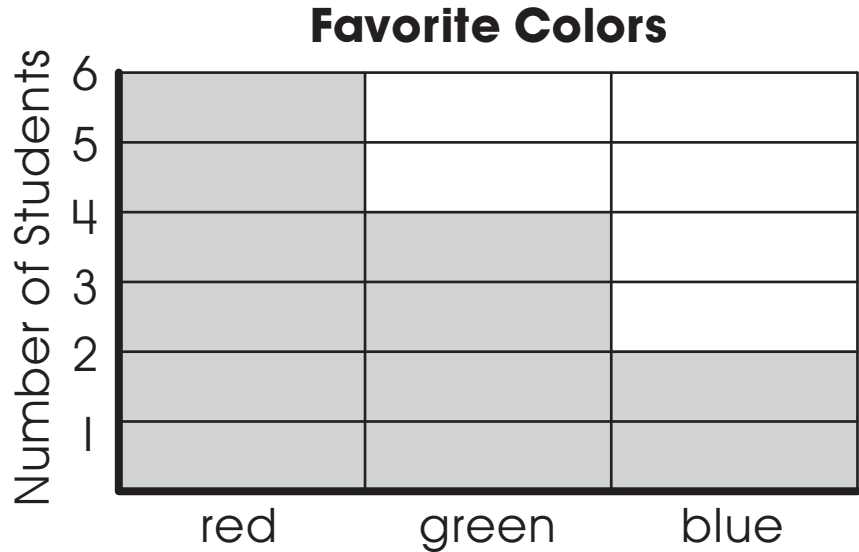
NCTM Standard:

Describe parts of the data and the set of data as a whole to determine what the data show

Cards: B-83 and B-84

K.28

Look at the graph. Answer the questions.



How many students like red the best?

_____ students

How many students like green the best?

_____ students

How many students like red and green in all?

_____ students

Posttest Answer Key

K.1 7

See cards B-1, B-2, B-3, and B-4.

K.2 16

See cards B-5, B-6, B-7, and B-8.

K.3 2; 4; 5; 6; The fourth fish should be circled.

See cards B-9, B-10, B-11, and B-12.

K.4 The set of 10 should be circled.

See cards B-13, B-14, B-15, and B-16.

K.5

NCM Standard: Connect number words and numerals to the quantities they represent, using various physical models and representations.
Cards: B-17, B-18, B-19, and B-20

K.5 Count the tally marks. Write the number. Make tally marks to show the next number.

See cards B-17, B-18, B-19, and B-20.

K.6 Answers will vary but may include:

NCM Standard: Understand and represent concepts used to form, such as up, down, and left.
Card: B-21

K.6 Draw a line in each shape to make two equal parts.

See card B-21.

K.7 5; 5

See cards B-22, B-23, B-24, B-25, B-26, and B-27.

K.8 Four carrots should be crossed out. 4 carrots

See cards B-28, B-29, B-30, and B-31.

K.9 5 pears

See cards B-32, B-33, B-34, B-35, B-36, B-37, and B-38.

K.10 $4 + 4 = 8$; $5 + 5 = 10$

See cards B-32, B-33, B-34, B-35, B-36, B-37, B-39, B-40, B-41, B-42, and B-43.

K.11 ABAABA

See cards B-44, B-45, B-46, and B-47.

K.12 Two circles should be drawn.

See card B-47.

K.13 5; 7

See cards B-48, B-49, B-50, and B-51.

K.14 The square should be circled.

See cards B-52, B-53, and B-54.

K.15 hexagon: 6, 6; parallelogram: 4, 4

See cards B-55 and B-56.

K.16 The rectangle should be circled.

See cards B-57 and B-58.

K.17 on; under

See card B-59.

K.18 right, 1 space; left, 2 spaces

See cards B-60 and B-61.

K.19 The H should be circled.

See cards B-62 and B-63.

K.20 parallelogram: 2; trapezoid: 2; triangle: 3

See card B-64.

K.21 The longer snake and the bear should be circled.

See cards B-65, B-66, B-67, B-68, B-69, and B-70.

K.22 2, 3, 1

See cards B-65, B-66, B-67, B-68, B-69, and B-70.

K.23 Answers will vary depending on the type of cubes used.

See cards B-69, B-71, B-72, B-73, B-74, B-75, B-76, and B-77.

K.24 4 inches

See cards B-74, B-75, B-76, and B-77.

K.25

NCM Standard: Observe and compare objects for measure (to make comparisons and estimate).
Card: B-78

K.25 Find a lily pad that is the same height and length as each frog. Draw a line to connect those pairs.

See card B-78.

K.26 The chicken should have an X drawn on it.

See cards B-79, B-80, and B-81.

K.27

NCM Standard: Represent data using concrete objects, pictures, and graphs.
Card: B-82

K.27 Read the data in the table. Color the graph to show the data.

cows	3
ducks	5
sheep	2

See card B-82.

K.28 6 students; 4 students; 10 students

See cards B-83 and B-84.