

# TURKS AND CAICOS ISLANDS

DEPARTMENT OF EDUCATION



**Play,**  
**Learn**  
**and**  
**Grow**



**Together!**

*GRADE ONE*  
**SCHOOL READINESS**  
**Practice Booklet**



IMPROVING STANDARDS IN EDUCATION



# Mathematics Assessment



# Turks and Caicos Islands National Curriculum Standards

At the end of Kindergarten, students should be able to accomplish the following national curriculum standards in Mathematics. Questions in this assessment are designed using these standards.

STRAND	STANDARD#	CONTENT STANDARD
Number Sense	M.NS.K2.1	Counts and chants sequentially up to 50
Number Sense	M.NS.K2.2	Identifies numbers and value of numbers up to 20
Number Sense	M.NS.K2.3	Trace and colour numbers up to 20
Number Sense	M.NS.K2.4	Know the position using an ordinal number up to the 5th position
Number Sense	M.NS.K2.5	Represent a quantity using manipulatives
Number Sense	M.NS.K2.6	Identifies sets of counters up to five
Number Sense	M.NS.K2.7	Compare sets using words more, less, fewer, one more
Number Sense	M.NS.K2.8	Place the numbers in the correct order
Number Sense	M.NS.K2.9	Identifies position and uses positional terms
Number Sense	M.NS.K2.10	Solve simple word problems by joining situations using pictures and manipulatives (addition –sums to 20)
Number Sense	M.NS.K2.11	Solve simple word problems by separating situations using pictures and manipulatives (subtraction –no more than 10)

# Turks and Caicos Islands National Curriculum Standards

At the end of Kindergarten, students should be able to accomplish the following national curriculum standards in Mathematics. Questions in this assessment are designed using these standards.

STRAND	STANDARD#	CONTENT STANDARD
Spatial Sense	M.SS.K2.1	Describe objects using a variety of attributes such as colour, shape, size and position.
Spatial Sense	M.SS.K2.2	Sort objects using a variety of attributes such as colour, shape, size, and position
Spatial Sense	M.SS.K2.3	Names basic shapes (square, triangle, circle, rectangle).
Spatial Sense	M.SS.K2.4	Interprets the physical world with geometric shapes and describes it with corresponding vocabulary.
Spatial Sense	M.SS.K2.5	Use basic shapes, spatial reasoning, and manipulatives to represent objects in the environment (picture or model)
Spatial Sense	M.SS.K2.6	Identifies duplicates and extend simple number and non-numeric repeating and growing patterns
Measurements	M.M.K2.1	Compares and orders objects indirectly/directly using measurable attributes such as length, height and weight.

## NUMBER SENSE

1. *Teacher Say: "Count to 50?" 1 mark (only if the child can count sequentially to 50, pauses and self correction is accepted)*

*Teacher Say: "Look at the numbers below and tell me their names?"*

*10 marks ( $\frac{1}{2}$  mark for each number)*

3		10	
1		4	
5		6	
2		15	
7		20	
9		11	
16		14	
18		5	
12		19	
8		13	

# NUMBER SENSE

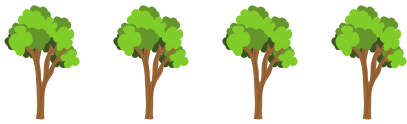
2. Count the objects and circle the correct answer.

6 marks (1 mark for each)

**EXAMPLE**



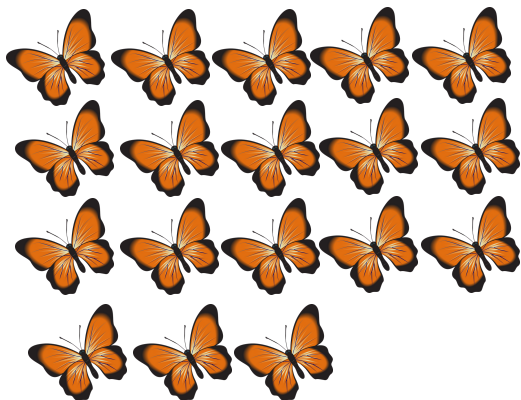
6	3	2
---	---	---



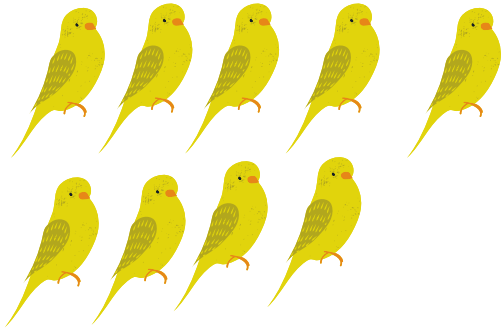
9	4	7
---	---	---



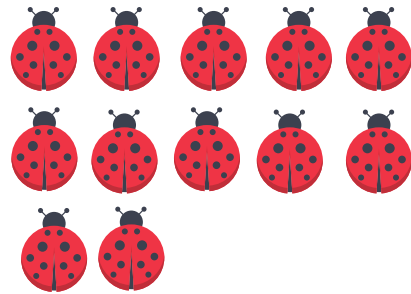
5	6	7
---	---	---



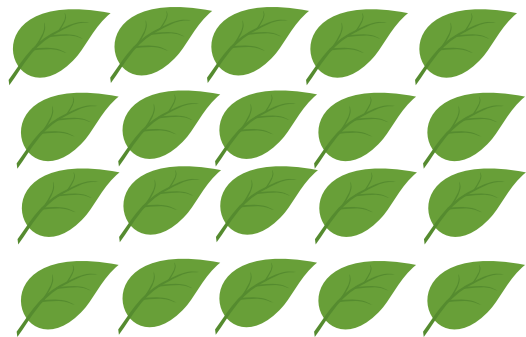
18	12	16
----	----	----



9	11	10
---	----	----



12	13	14
----	----	----







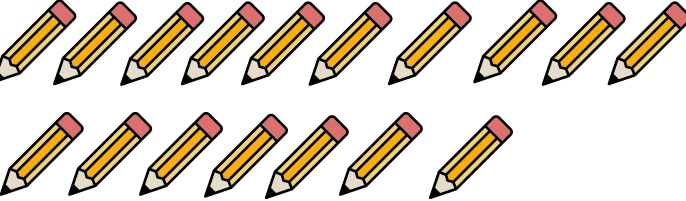


13	11	20
----	----	----

# NUMBER SENSE

3. Complete the table below by writing the number that represents each picture.

6 marks (1 mark for each)

 <p>EXAMPLE</p>	<p>2</p>
	
	
	
	
	
	

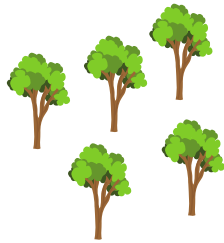
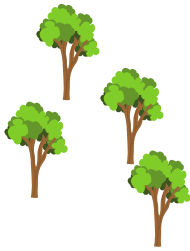
# NUMBER SENSE

4. Circle the child that is in the 4th position. 1 mark

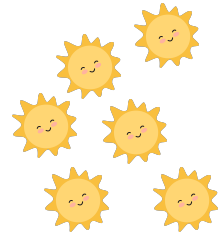
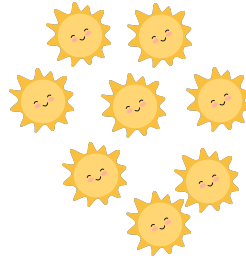


5. Circle the sets with more than. 2 marks (1 mark for each)

(a)

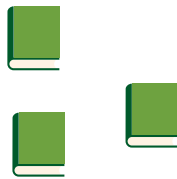
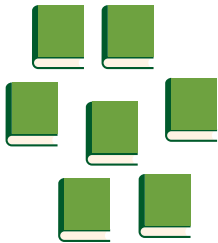


(b)

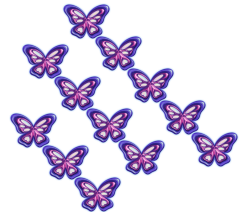
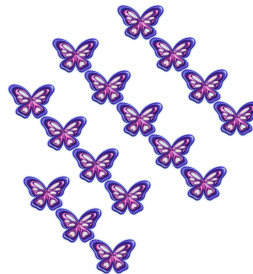


Circle the sets with less than. 2 marks (1 mark for each)

(c)



(d)





## NUMBER SENSE

6. Fill in the missing numbers. 6 marks (1 mark for each)

**EXAMPLE**

1	2	3
---	---	---

12		14
----	--	----

15	16	
----	----	--

	6	7
--	---	---



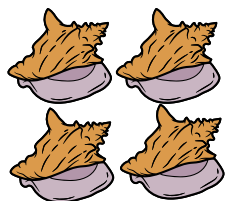

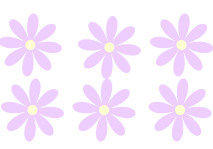

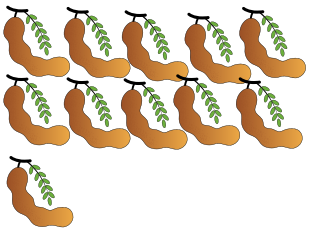
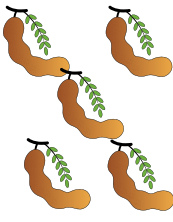
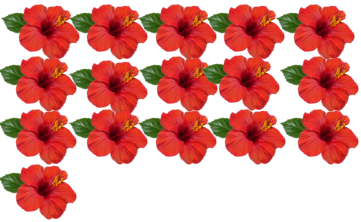

2		4
---	--	---

18	19	
----	----	--

4		6
---	--	---

## NUMBER SENSE

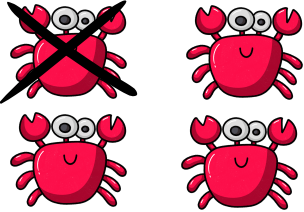
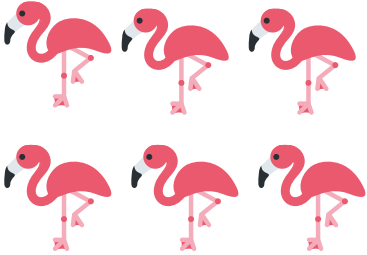

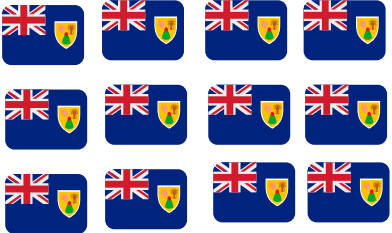

7. Add the numbers together and write the answer on the line provided. **4 marks (1 mark for each)**

<b>EXAMPLE</b>	$4 + 4$ 	$4$ 	$=$ <u>8</u>
	$4 + 1$ 	$1$ 	$=$ <u>   </u>
	$6 + 4$ 	$4$ 	$=$ <u>   </u>
	$11 + 5$ 	$5$ 	$=$ <u>   </u>
	$16 + 4$ 	$4$ 	$=$ <u>   </u>

## NUMBER SENSE

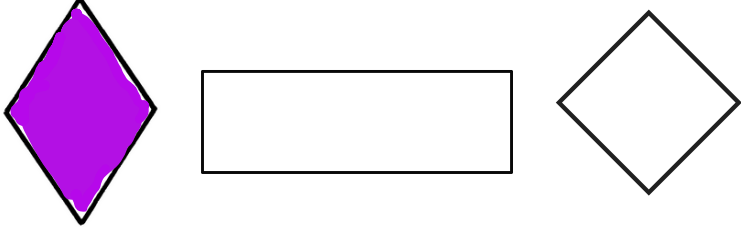
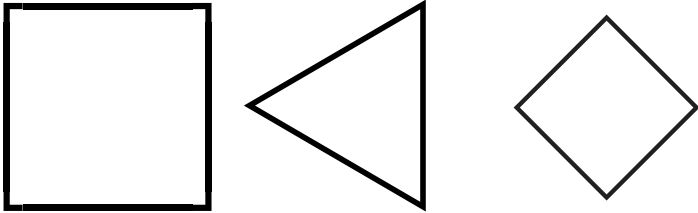
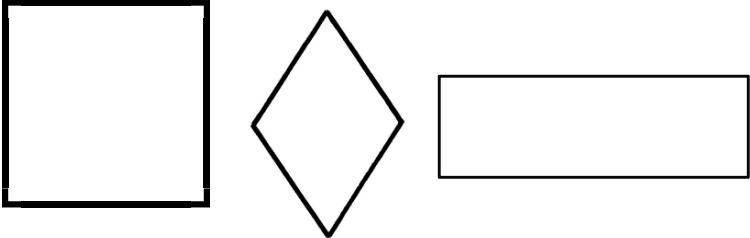
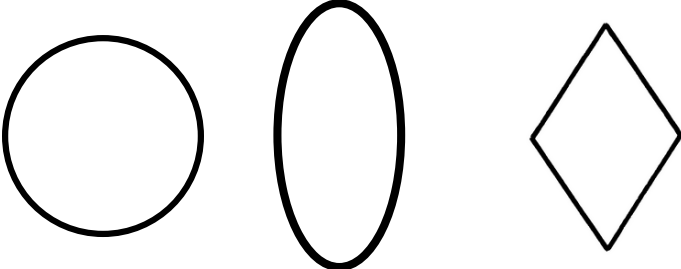
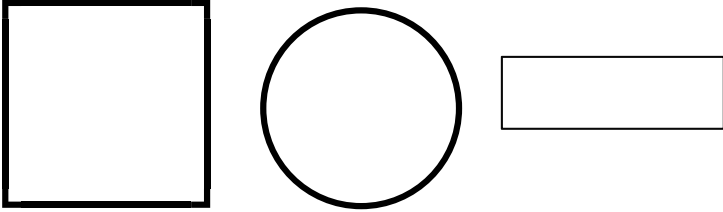
8. Cross out the amount to be subtracted and write the answer on the line provided.

4 marks (1 mark for each)

<p><b>EXAMPLE</b></p> $4 - 1 = \underline{\quad 3 \quad}$	
$6 - 2 = \underline{\quad \quad}$	
$8 - 3 = \underline{\quad \quad}$	
$12 - 4 = \underline{\quad \quad}$	
$10 - 7 = \underline{\quad \quad}$	

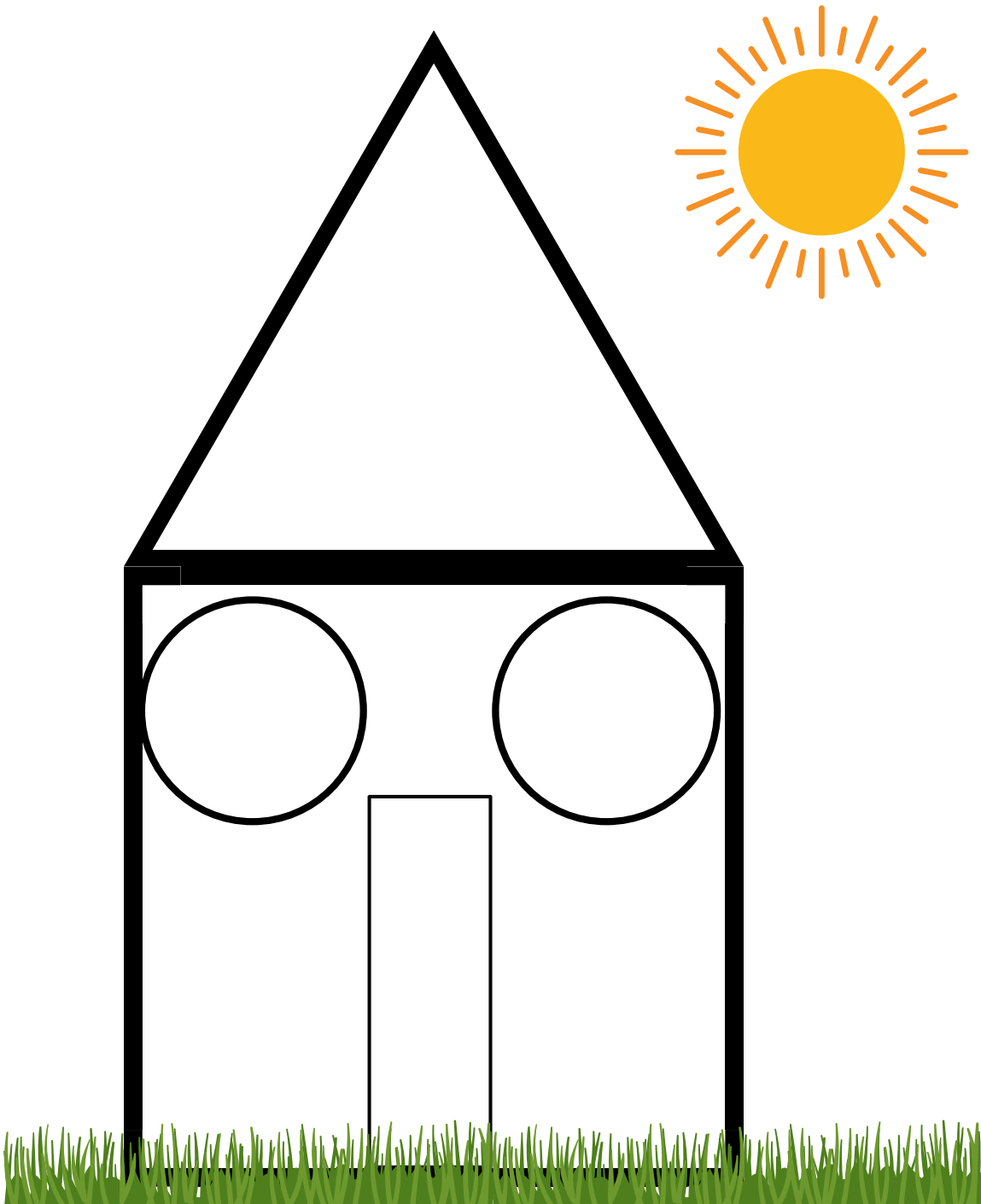
# Spatial Sense

9. Colour the shades. 4 marks (1 mark for each)

<p>Colour the rhombus purple</p> <p><b>EXAMPLE</b></p>	
<p>Colour the triangle blue</p>	
<p>Colour the square red</p>	
<p>Colour the circle yellow</p>	
<p>Colour the rectangle green</p>	

## Spatial Sense

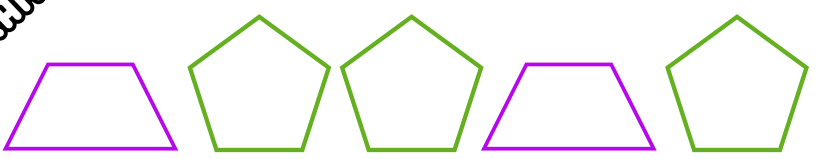
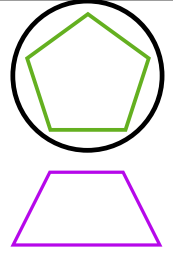
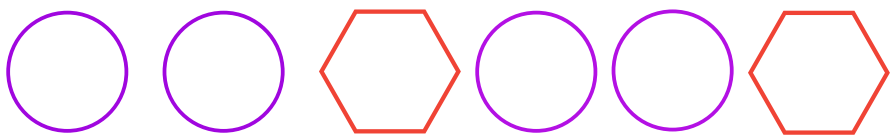
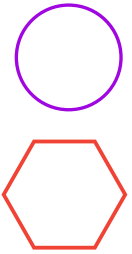

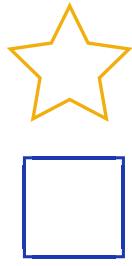
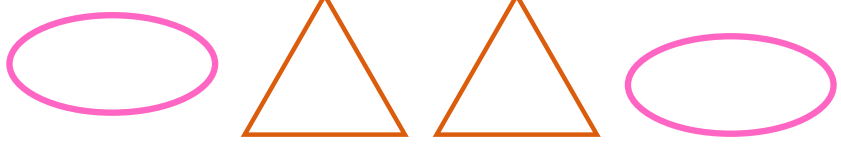
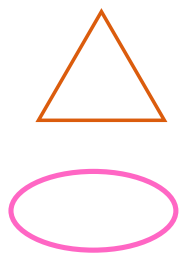


10. Teacher Say: " Colour the triangle *red*" , colour the circles *yellow*, colour the rectangle *green*, colour the square *blue*".  
4 marks (1 mark for each)



# Spatial Sense

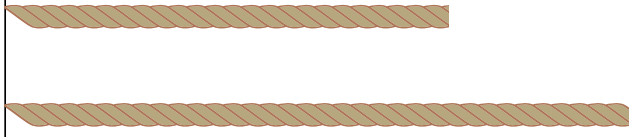

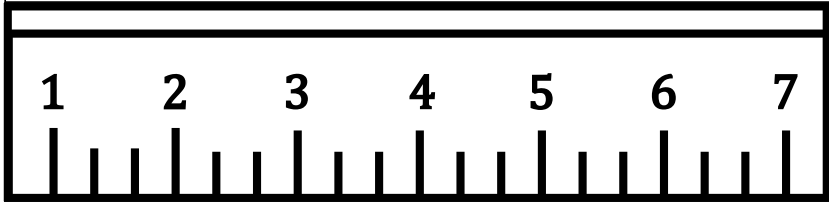
11. Complete the pattern below by circling the shape that comes next. 4 marks (1 mark for each)

**EXAMPLE**

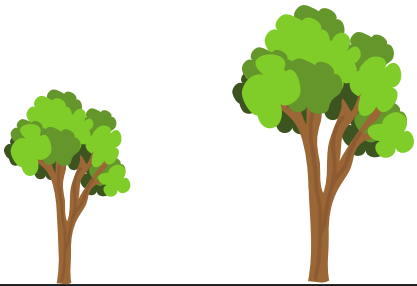

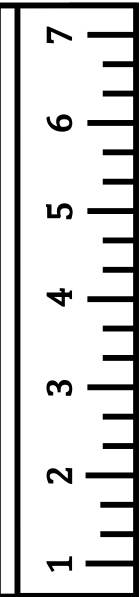
	
	
	
	
	

# Measurements

12. Teacher Say: "Circle the longer objects." 2 marks (1 mark for each)

Teacher Say: "Circle the shorter objects." 2 marks (1 mark for each)



# Language Arts Assessment





# How to Perform the School Readiness Assessment

## Procedure

1. This assessment should be read prior to administration, this will provide adequate time to organize all tools and materials needed.
2. This assessment should be conducted within the child's everyday setting of the classroom or playground, it should be familiar with adequate ventilation and lighting.
3. This assessment is not intended to be completed in one sitting. The teacher can use his/her discretion and span assessment activities over the course of one week.
4. The length of the assessment may vary based on the student being assessed.
5. If the child appears frustrated due to length of assessment, discontinue and finish another day. Make the experience a positive one.
6. Put a tick(  $\checkmark$  ) for each correct response and a ● for each incorrect response. Using an X may discourage some students.

# Turks and Caicos Islands National Curriculum Standards

At the end of Kindergarten, students should be able to accomplish the following national curriculum standards in Language Arts. Questions in this assessment are designed using these standards.

<b>STRAND</b>	<b>STANDARD#</b>	<b>CONTENT STANDARD</b>
Name Recognition	LA.NR.K2.1	Recognizes and names all upper and lower-case letters automatically and makes letter-sound matches
Name Recognition	LA.NR.K2.2	Recognize name
Name Recognition	LA.NR.K2.3	Recognize letters in name
Name Recognition	LA.NR.K2.4	Recognize own name from amongst other names
Name Recognition	LA.NR.K2.5	Writes name
Listening and Speaking	LA.LS.K2.1	Recognizes and identifies rhyming words.
Listening and Speaking	LA.LS.K2.2	Produce a rhyme to a given word
Listening and Speaking	LA.LS.K2.3	Blends onset and rime of words
Listening and Speaking	LA.LS.K2.4	Segments onset and rime of words provided aloud by teacher

# Turks and Caicos Islands National Curriculum Standards

At the end of Kindergarten, students should be able to accomplish the following national curriculum standards in Language Arts. Questions in this assessment are designed using these standards.

STRAND	STANDARD#	CONTENT STANDARD
Listening and Speaking	LA.LS.K2.5	Identifies initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words -at -ad -am -an -ack -ed -et -en -ig -in -it -ick -ing -og -op -ot -ock
Listening and Speaking	LA.LS.K2.6	Blends individual phonemes (sounds) in simple, one-syllable words.
Listening and Speaking	LA.LS.K2.7	Segments individual phonemes (sounds) in simple, one syllable words
Listening and Speaking	LA.LS.K2.8	Deletes phonemes (sounds) in simple, one-syllable words
Listening and Speaking	LA.LS.K2.9	Substitutes initial sounds in CVC words
Reading	LA.R.K2.1	Identifies book front cover
Reading	LA.R.K2.2	Identifies book back cover
Reading	LA.R.K2.3	Identifies book title

# Turks and Caicos Islands National Curriculum Standards

At the end of Kindergarten, students should be able to accomplish the following national curriculum standards in Language Arts. Questions in this assessment are designed using these standards.

STRAND	STANDARD#	CONTENT STANDARD
Reading	LA.R.K2.4	Identifies where to start reading a book
Reading	LA.R.K2.5	Directionality awareness i.e. left to right, top to bottom
Reading	LA.R.K2.6	Understand one to one matching when teacher is reading
Reading	LA.R.K2.7	Identifies first word and last word on a page
Reading	LA.R.K2.8	Identifies first and last letter in a word
Reading	LA.R.K2.9	Reads 65 high frequency (sight words) independently
Reading	LA.R.K2.10	Reads predictable print word-by word with accuracy
Reading	LA.R.K2.11	Oral language is communicated effectively (speaks in complete sentences and uses descriptive and positional words)

# Turks and Caicos Islands National Curriculum Standards

At the end of Kindergarten, students should be able to accomplish the following national curriculum standards in Language Arts. Questions in this assessment are designed using these standards.

STRAND	STANDARD#	CONTENT STANDARD
Reading	LA.R.K2.12	Conveys overall theme (main idea) of reading /listening experience (retells story) at grade level.
Reading	LA.R.K2.13	Provide specific details following a reading/listening experience, and identifies/retells sequence of events
Writing	LA.W.K2.1	Able to hold a pencil comfortably and correctly
Writing	LA.W.K2.2	Form lower-case letters in correct direction (starting and finishing in the right place)
Writing	LA.W.K2.3	Form capital letters
Writing	LA.W.K2.4	Practice handwriting using the letter formation families
Writing	LA.W.K2.5	Leave spaces between words
Writing	LA.W.K2.6	Trace and write words and simple sentences

## NAME RECOGNITION

1. *Teacher Say: "Tell me how to spell your name?" 1 mark*

*Teacher Say: "Write your name on the line below?" 1 mark*

NAME: \_\_\_\_\_

*Teacher Say: "Point to each letter below and tell me the name and sound of each letter?"  
26 marks ( $\frac{1}{2}$  mark for identifying letter,  $\frac{1}{2}$  for correct letter sound)*

Z		N	
X		L	
Y		J	
W		K	
U		I	
V		G	
T		H	

R		E	
S		F	
A		D	
P		B	
O		C	
M		Q	

Teacher Say: "Point to each letter below and tell me the name of each letter?"







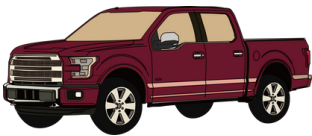
13 marks ( $\frac{1}{2}$ mark each)

z		n	
x		l	
y		j	
w		k	
u		i	
v		g	
t		h	

r		e	
s		f	
a		d	
p		b	
o		c	
m		q	

# READING

2. Circle the rhyming words. 5 marks (1 mark each)

 clock	 cat	 sock
 mop	 top	 dog
 car	 star	 cup
 goat	 boat	 vest
 duck	 bell	 truck

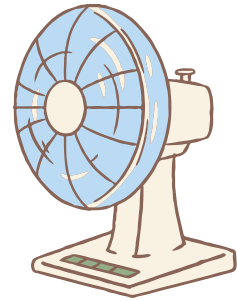


# READING

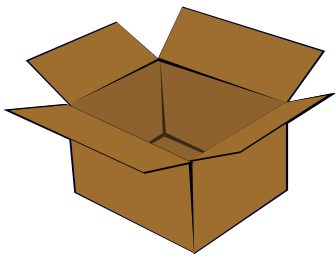
3. Write in the missing letters for the words below. 7 marks (1 mark each)



	u	n
--	---	---



	a	n
--	---	---



b	o	
---	---	--



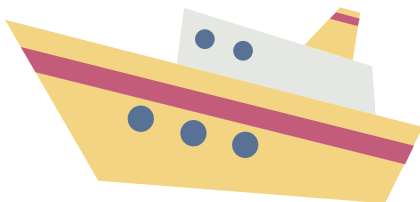
c	u	
---	---	--



	u	
--	---	--



	a	t
--	---	---



b			t
---	--	--	---

## READING

4. Circle the correct word to match the picture. 4 marks (1 mark each)



bat

ball

bell

bill

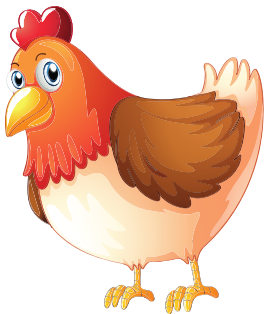


cake

chair

chest

chain

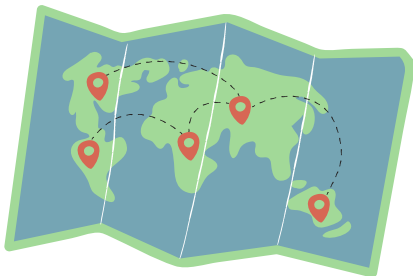


hen

pen

men

hat



rap

zap

map

cap

## READING

5. Teacher Say: "Point to the word below and tell me the names of each?"

12 marks ( $\frac{1}{2}$  mark each)

hat

jam

lock

cat

pam

rock

bat

sam

sock

mat

ram

clock

mad

fan

fun

sad

man

run

dad

pan

sun

bad

van

bun

## READING

6. Teacher Say: "Point to the sight word below and tell me the names of each?"

22 marks ( $\frac{1}{2}$ mark each)

a	for	look	see	can
like	go	make	the	is
and	help	me	three	play
away	here	my	to	we
big	I	not	two	boy
blue	in	one	up	it
red	where	come	girl	yellow
down	jump	said	you	with
find	little	have	run	

## Concepts of Print

7. Oral Assessment (Tick (✓) correct) 15 marks (1 mark for each)

### **FRONT COVER (Book concepts)**

Teacher Say: "Point to the front cover of this book?" 1 mark

### **BACK COVER (Book Concepts)**

Teacher Say: "Point to the back cover of this book?" 1 mark

### **THE TITLE (Book Concepts)**

Teacher Say: "Point to the title of this book?" 1 mark

### **BEGINNING OF TEXT (Directionality Concepts)**

Teacher Say: "Point to where you should start reading?" 1 mark

### **LEFT TO RIGHT TOP TO BOTTOM (Directionality Concepts)**

Teacher Say: "Point using your finger the direction you move when reading?" 1 mark

### **RETURN SWEEP (Directionality Concepts)**

Teacher Say: "Point using your fingers to show me where I go next?" 1 mark

### **ONE TO ONE MATCH (Reading Concepts)**

Teacher Say: "Point using your fingers to the words as I read this story?" 1 mark

### **FIRST WORD (Concepts of Words)**

Teacher Say: "Use your finger to show me the first word on this page." 1 mark

### **LAST WORD (Concepts of Words)**

Teacher Say: "Use your finger to show me the last word on the page." 1 mark

### **FIRST LETTER IN A WORD (Concepts of Letter)**

Teacher Say: "Show me the first letter in this word" 1 mark

### **LAST LETTER IN A WORD (Concepts of Letter)**

Teacher Say: "Show me the last letter in this word" 1 mark

### **ONE LETTER/TWO LETTERS**

Teacher Say: "Move your finger and show me one letter. Now, show me two letters." 1 mark

### **LETTER NAMES (Concepts of Letter)**

Teacher Say: "Show me three letters that you know on this page and tell me the name of each.  
1 mark

### **A CAPITAL LETTER**

Teacher Say: "Use your finger to show me a capital letter" 1 mark

### **A COMMON LETTER (Concepts of Letter)**

Teacher Say: "Use your finger to show me a common letter." 1 mark

## Reading Comprehension

9. Students are required to read the passage and answer the questions below independently. Students are allowed to read the passage more than once before answering. 4 marks (1 mark for each)

### Pat the Cat

I have a cat. His name is Pat.

Pat will not play.

Pat will not run.

Pat likes to sit all day.

He sits on a mat.

Pat the cat is fat.



1. The cat's name is \_\_\_\_\_

- Rat
- Pat
- Cat

2. Pat will not \_\_\_\_\_

- sit
- see
- play

3. Pat like to sit on a \_\_\_\_\_

- mat
- hat
- bat

4. Pat the cat is \_\_\_\_\_

- sat
- fat
- sad

## Reading Comprehension

8. Students are required to read the passage and answer the questions below independently. Students are allowed to read the passage more than once before answering. 5 marks (1 mark for each)

### Pam likes Jam

Pam has a big ham.

Pam likes ham with jam.

Pam will not eat ham with yams.

Pam looks for the jam.

The jam is not there.

Pam is sad.

Pam wants jam.



1. Pam likes ham with \_\_\_\_\_

- yams
- jam
- buns

2. Pam has a big?

- ham
- jam
- yam

5. Who likes jam?

-----  
\_\_\_\_\_

3. Pam is \_\_\_\_\_

- mad
- sad
- big

4. Why is Pam sad?

- No ham
- No jam
- No yam