# Kindergarten: Standards-Based Skills Worksheet

*Revised March 20, 2018*

The skills inventory worksheets are designed to assist with data analysis and goal writing for standards-based IEPs. They are based on the [Virginia SOL Curriculum Frameworks](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml). Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for the *Standards-based Individualized Education Program (IEP) A Guide for School Divisions* for additional information on the process for creating standards-based IEPs.

## Directions

### **Step 1**

Go to [Standards-Based IEP](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/) for to print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student.

### **Step 2**

Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum. **Review data on student performance** and indicate all data sources analyzed to assess performance in this strand:

* Present Level of Performance (PLOP)
* Prior SOL data
* Standardized test data
* Classroom assessments
* Teacher observations

### **Step 3**

Based on prior performance, predict what level of instruction ***will be*** necessary for the student to successfully master upcoming curriculum in each of the strands using the following worksheets. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.

### **Step 4**

After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of academic and functional performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s). Guiding Question:  **Is/Are standard-based goal(s) needed?**

* **YES** Address areas of need in PLOP
* **NO Check one or more justifications:**
	+ Accommodations Available (specify):
	+ Area of Strength in PLOP
	+ New Content
	+ Other (Specify):

### **Step 5**

Additional space is provided under each strand for comments or notes on data analysis

## Essential Knowledge and Skills

### Strand: Number and Number Sense (SOL k.1a-b, k.2 a-b, k.3 a-d, k.4a-b, k.5)

The student will:

* Count orally to tell how many are in a given set containing 20 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral. (a)
* Read, write, and represent numbers from 0-20 to include:
* Construct a set of objects that corresponds to a given numeral, including an empty set;
* Read and write the numerals from 0 through 20;
* Identify written numerals from 0 through 20 represented in random order;
* Identify the numeral that corresponds to the total number of objects in a given set of 20 or fewer concrete objects; and
* Write a numeral that corresponds to a set of 20 or fewer concrete objects. (b)
* Compare and describe no more than three sets of 10 or fewer objects, using the terms *more, fewer,* and *the same*. (a)
* Given a set of objects, construct a second set which has more, fewer, or the same number of objects. (a)
* Compare and order three or fewer sets, each set containing 10 or fewer concrete objects, from least to greatest and greatest to least. (b)
* Count forward orally by ones from 0 to 100. (a)
* Count backward orally by ones when given any number between 1 and 10. (b)
* Identify the number after, without counting, when given any number between 0 and 100. (c)
* Identify the number before, without counting, when given any number between 1 and 10. (c)
* Count forward orally by tens, starting at 0, to determine the total number of objects up to 100. (d)
* Recognize and describe with fluency part-whole relationships for numbers up to 5 in a variety of configurations. (a)
* Investigate and describe part-whole relationships for numbers up to 10 using a variety of configurations. (b)
* Share a whole equally with two sharers, when given a practical situation.
* Represent fair shares concretely or pictorially, when given a practical situation.
* Describe shares as equal pieces or parts of the whole (e.g., halves), when given a practical situation.

### Strand: Computation and Estimation (SOL k.6)

The student will:

* Model and solve various types of story and picture problems using 10 or fewer concrete objects. (Types of problems should include joining, separating, and part-part-whole scenarios.)

### Strand: Measurement and Geometry (SOL k.7, k.8, k.9, k.10a-c)

The student will:

* Describe the attributes (e.g., color, relative size) of a penny, nickel, dime, and quarter.
* Identify a penny, nickel, dime, and quarter.
* Identify the number of pennies equivalent to a nickel, a dime, and a quarter (i.e., a nickel has the same value as five pennies).
* Name the twelve months of the year.
* Name the seven days in a week.
* Determine the day before and after a given day (e.g., yesterday, today, tomorrow).
* Compare and describe lengths of two objects as longer or shorter, using direct comparison (e.g., the bus is longer than the car).
* Compare and describe heights of two objects (as taller or shorter), using direct comparison.
* Compare and describe weights of two objects (as heavier or lighter), using direct comparison.
* Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparison.
* Compare and describe volumes of two containers (as more or less), using direct comparison.
* Compare and describe the amount of time spent on two events (as longer or shorter), using direct comparison.
* Identify a circle, triangle, square, and rectangle. (a)
* Describe the characteristics of triangles, squares, and rectangles, including number of sides and number of vertices. (a)
* Describe a circle using terms such as *round* and *curved*. (a)
* Compare and group plane figures (circle, triangle, square, and rectangle) according to their relative sizes (smaller, larger). (b)
* Compare and group plane figures (circle, triangle, square, and rectangle) according to their shapes. (b)
* Distinguish between examples and nonexamples of identified plane figures (circle, triangle, square, and rectangle). (b)
* Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space. (c)
* Describe the location of one object relative to another, using the terms *above*, *below*, and *next to*. (c)

### Strand: Probability and Statistics (SOL k.11a-b)

The student will:

* Collect data on categories identified by the teacher and/or student (e.g., number of siblings, types/numbers of pets, types of flowers in the garden). Data points, collected by students, should be limited to 16 or fewer for no more than four categories. (a)
* Represent data by arranging concrete objects into organized groups to form a simple object graph. (a)
* Represent gathered data, using pictures to form a simple picture graph (e.g., a picture graph of the weather for a month). (a)
* Represent gathered data in tables (vertically or horizontally). (a)
* Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables:
* Read the graph to determine the categories of data and the data as a whole (e.g., the total number of responses) and its parts (e.g., five people are wearing sneakers); and
* Interpret the data that represents numerical relationships, including categories with the greatest, the least, or the same. (b)

### Strand: Patterns, Functions, and Algebra (SOL k.12, k.13)

The student will:

* Identify the attributes of an object (e.g., color, size, shape, thickness)
* Sort objects into appropriate groups (categories) based on one attribute (e.g., size – large bears and small bears).
* Classify sets of objects into groups (categories) of one attribute.
* Label attributes of a set of objects that has been sorted.
* Name multiple ways to sort a set of objects.
* Identify and describe the core (the part of the sequence that repeats) found in repeating patterns of common objects, sounds, movements, and pictures.
* Extend a repeating pattern by adding at least two complete repetitions of the core to the pattern.
* Create a repeating pattern.
* Compare similarities and differences between patterns.
* Transfer a repeating pattern from one representation to another.