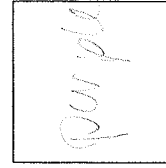
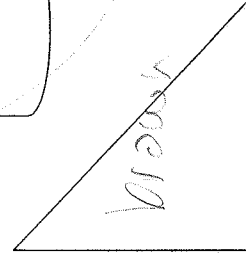
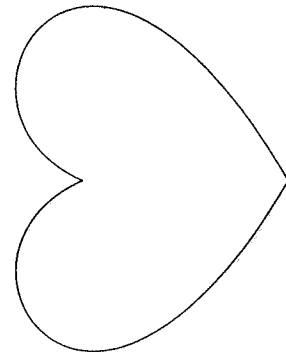
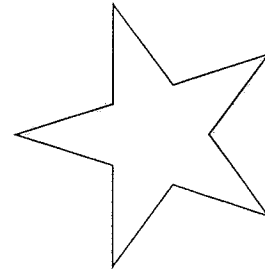
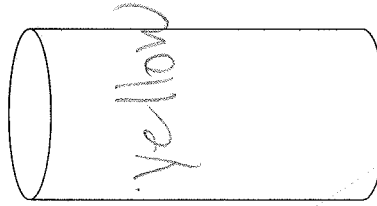
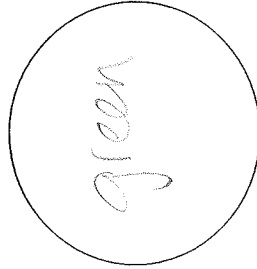
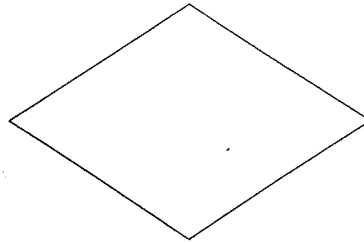
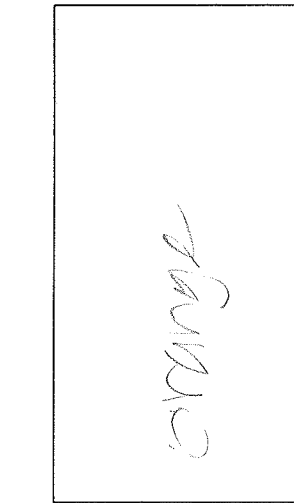
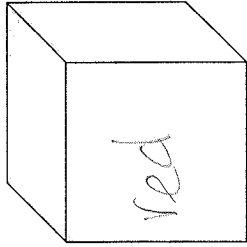
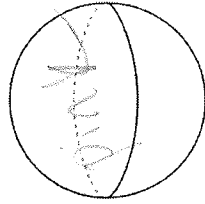
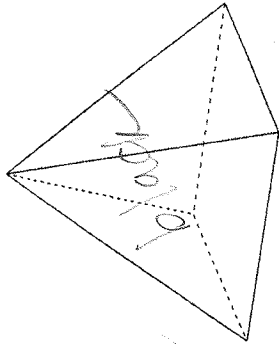
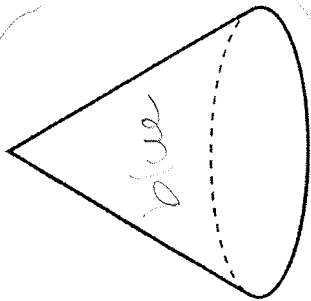


Name Key

Circle
Solid
Shapes

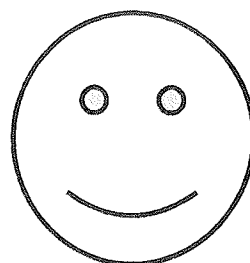
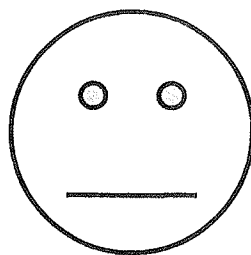
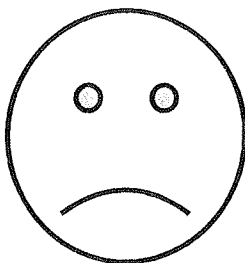


Pre-Assessment

Lesson 1 Assessment

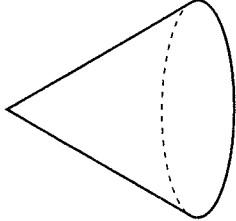
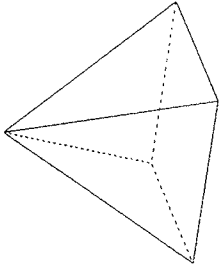
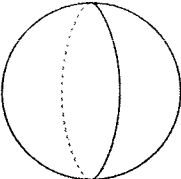
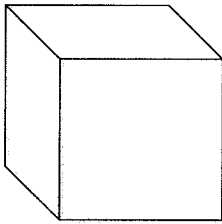
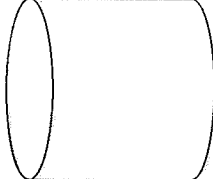
Name _____

Draw the shape



Lesson 2 Assessment

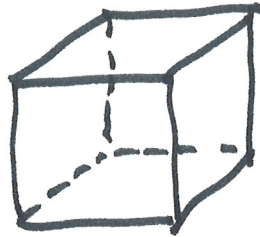
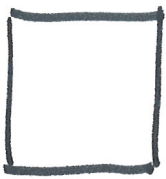
Name _____

				
Face	Face	Face	Face	Face
Edge	Edge	Edge	Edge	Edge
Corner	Corner	Corner	Corner	Corner

Exit Ticket Day 3

Lesson 3
Assessment

Write or draw 2 things that are the same or different.



Draw a happy, straight, or sad face.

Lesson 4 Assessment

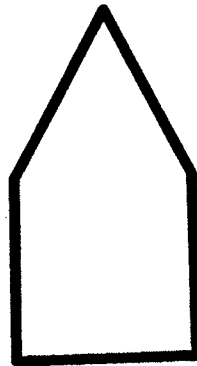
Name _____

Date _____

Draw 2 shapes used to build the rectangle.



Draw 2 shapes used to build the house.



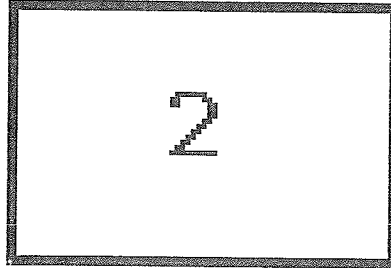
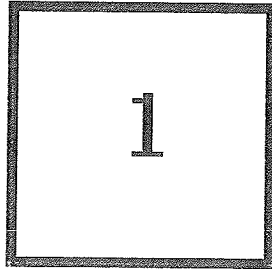
End of Lesson Sequence Assessment

Name: _____

Date: _____

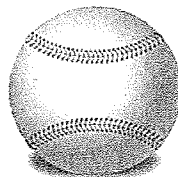
Chapter 7: Solid and Flat Shapes

1. Look at these shapes. How are they different?



- They have a different number of sides.
 - They have a different number of corners.
 - Shape 1 has sides that are all the same length, but shape 2 has two long sides and two short sides.
-

2. Look at the picture of the baseball. What solid figure is the baseball shaped like?

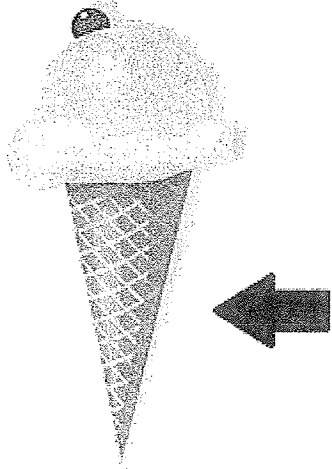


- Cube
- Cone
- Sphere

Name: _____

Date: _____

3. Look where the arrow is pointing. What solid figure is this shaped like?



- Cone
- Cube
- Sphere

Let's Talk – Listen to the teacher and show what you know.

Name: _____

Date: _____

Kindergarten Chapter 7 Assessment - Answer Key/Rubric

/5

Let's Do:

Problem	Answer	Points Possible	Points Earned	CCSS
1	Fills in answer choice 3	1		K.G.B.4
2	Chooses sphere	1		K.G.A.1
3	Chooses cone	1		K.G.A.1

Let's Talk:

1. K.G.B.6

(Give students two congruent right triangles.)

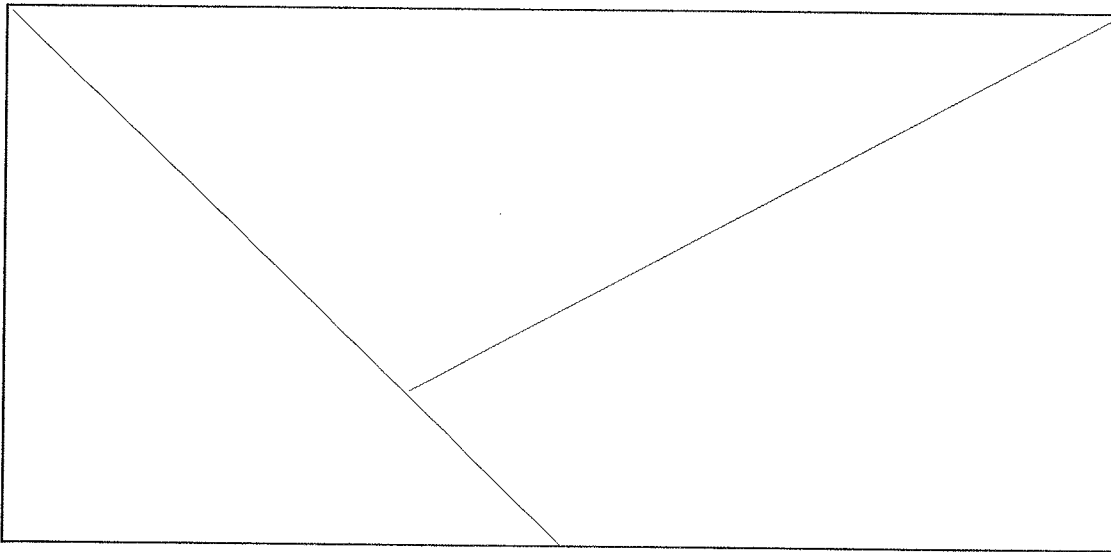
Say: Use these triangles to make a rectangle.

2. K.G.B.6

(Give the student the three-piece paper rectangle disassembled.)

Say: This was a rectangle. Then I cut it into three pieces. Can you put it together so it makes a rectangle again?

Cut out:



1 point	Student uses the two right triangles to make a rectangle
1 point	Student uses all three pieces of shape to make a rectangle
<i>notes</i>	
/2	

Evaluation Criteria

Conceptual understanding [CU]: can identify all necessary flats and solids (basic concepts of geometry)

- 10- got it
- 8- almost there
- 5- needs help
- 2- not understanding

Mathematical reasoning [MR]: can support thinking with effective reasons

- 10- 2 or more reasons
- 7- 1 to 2 reasons
- 5- 1 reason
- 3- 0 reasons

Procedural Fluency [PF]: can effectively work through exploration and small group activities to meet learning target

- 5- got it on own
- 3- needs a little support
- 1- not understanding with support

Grade level expectations: CU=10, PF=5, MR=7

Student	CU	PF	MR
1	8	3	3
2	8	3	3
3	8	3	3
4	8	3	5
5	8	3	5
6	8	3	5
7	8	3	5
8	8	3	5
9	8	3	5
10	10	3	5
11	10	3	5
12	10	3	5
13	10	5	5
14	10	5	5
15	10	5	5
16	10	5	5
17	10	5	5
18	10	3	7
19	10	5	7
20	10	5	7
21	10	5	7
22	10	5	7

23	10	5	7
24	10	5	7
25	10	5	7
26	0	0	0

Grade level expectations were determined with WaKIDS research. According to objective 21b students explore and describe spatial relationships and shapes as well as understand shapes on this spectrum.

- 0- Not yet
- 2- Matches two identical shapes (i.e. puts a circular puzzle piece in the circular space; or places shapes in a shape-sorting box).
- 4- Identifies a few basic shapes (circle, square, and triangle), (i.e. looks at a wheel and says "a circle"; or names shape pieces as he puts them on a shape lotto card.
- 6- Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation (i.e. says, "It's a ball 'cause it rolls." or puts hand in a feely box and says, "It has three sides and three points. It's a triangle.").
- 8- Shows that shapes remain the same when they are turned, flipped or slid; breaks apart or combines shapes to create different shapes and sizes (i.e. says, "It's still a triangle no matter how you turn it." or cuts apart a rectangle to make two squares).

Taylor, K., Breunig, G., & Mullins, M. (2010). WaKIDS: Washington kindergarten inventory of developing skills-mathematics. Teaching Strategies LLC