

# **Kindergarten Performance Assessments**

**Performance Task:**     *Rote Counting***Learning Target:**     (1.01) Develop number sense for whole numbers through 30.**Materials:**            none**Procedure:**

- Ask the student to count to 30.
  
- If the student is successful with this task, ask him or her to start at a different point and rote count.  
For example, start at 6 and count to 30.

*\*Note: Only the “rote counting” part of this learning target is being assessed this quarter. The remaining part of this learning target is assessed during the Summative Assessment.*

- This task is appropriate for the “Water Fountain Assessment” approach which is explained elsewhere in this resource (p. 16).
  
- Record student behavior on a class checklist, calendar, grid, label, note card or plan book - see “Record-Keeping Ideas” (p. 14).

**Performance levels:**

Level IV: The student rote counts to 30, and can begin at **any** point, with no coaching.

Level III: The student rote counts to 30, with no coaching.

Level II: The student rote counts at least to 15, but not all the way to 30, and may need some coaching.

Level I: The student rote counts to a number less than 15 and needs coaching.

**Performance Task: 1-1 Correspondence**

**Learning Target:** (1.01a) Connect model, word number (orally), and number, using a variety of representations.

**Materials:** ten counters, cubes or other counting materials

**Procedure:**

- Put a number of counters from 0 through 10 in front of the student. (See suggested order below.)
- Ask the student to count the objects and tell you how many.
- Repeat with other numbers until all numbers from 0 through 10 have been placed in front of the student.

strategies.

- If the student is successful, prompt him or her to use other counting
- If the student is successful and works quickly, present higher numbers of counters to test limits.
- Record student responses below or use alternate recording form.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01a

Check or circle those numbers the student was able to identify. They are listed in suggested order for presenting to the student.

Numbers Identified 4 7 3 9 0 6 2 10 1 8 5

**Performance levels:**

Level IV: The student identifies all numbers 0-10; he or she may demonstrate more advanced counting methods such as counting by grouping into 2's.

Level III: The student identifies all numbers 0-10 efficiently.

Level II: The student identifies at least 5 of the numbers, but not all.

Level I: The student identifies fewer than 5 of the numbers.

Alternate recording sheet:

**Assessment Task:** *1-1 Correspondence*

**Learning Target:** (1.01a) Connect model, word number (orally), and number, using a variety of representations.

Check those numbers correctly identified. Make notes as needed.

Students' Names	4	7	3	9	0	6	2	10	1	8	5	Level	Notes
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		
	4	7	3	9	0	6	2	10	1	8	5		

**Performance Task: *Reading and Writing Numerals***

**Learning Target:** (1.01a) Connect model, word number (orally), and number, using a variety of representations.  
(1.01 b) Count objects in a set.  
(1.01c) Read and write numerals.

**Materials:** counting sets (see Blackline master)

**Procedure:**

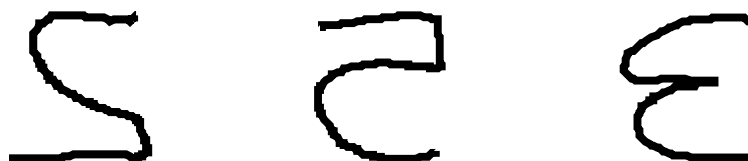
- Reproduce the sheets and place them front of the student.
- Ask the student to ...  
Count the items in each box and write the number on the line that tells how many.
- This task could be done with a small group of students or individually.

**Observe and Note:**

- Attach student paper and record student performance below or use the class roster format.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01c

Circle those numerals the student wrote correctly. A numeral that is reversed is still correct if it resembles the numeral.



The student correctly writes the following numerals: 0 3 5 6 8 10 12 14 24

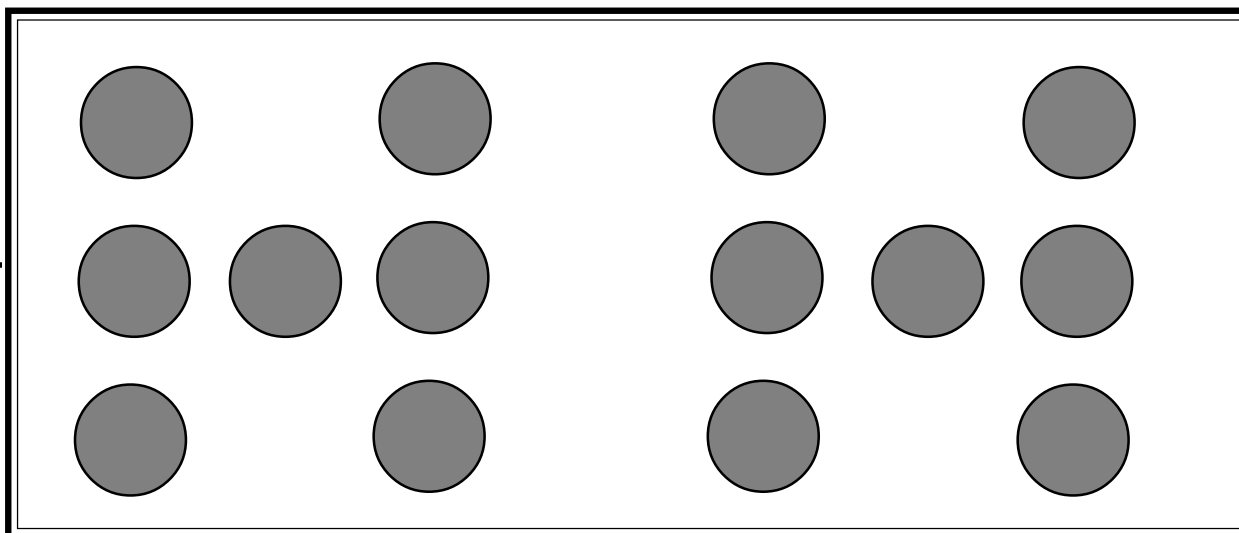
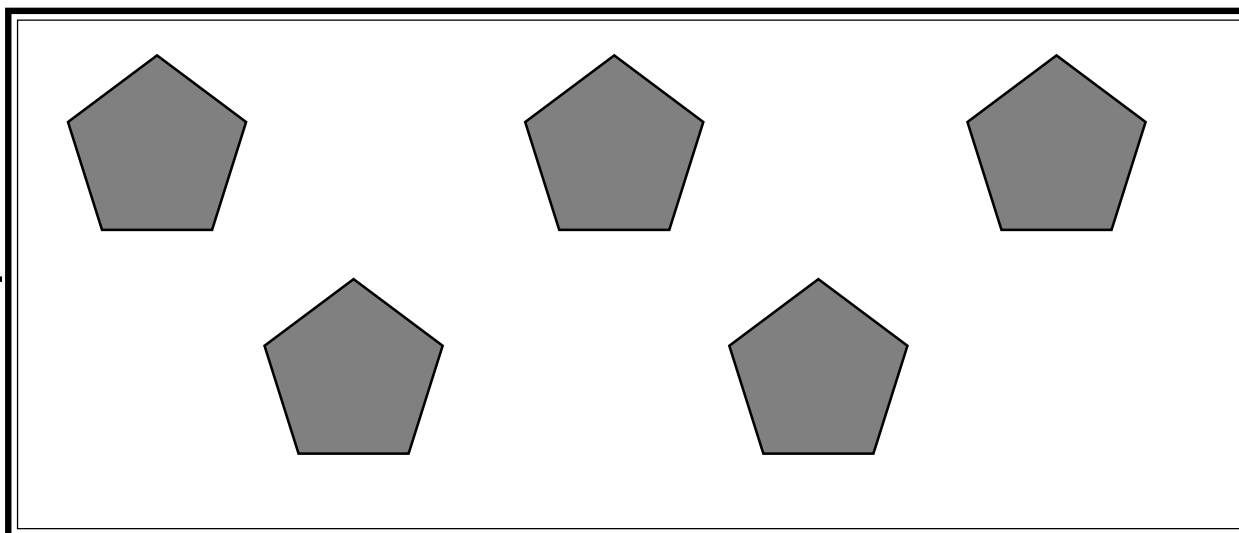
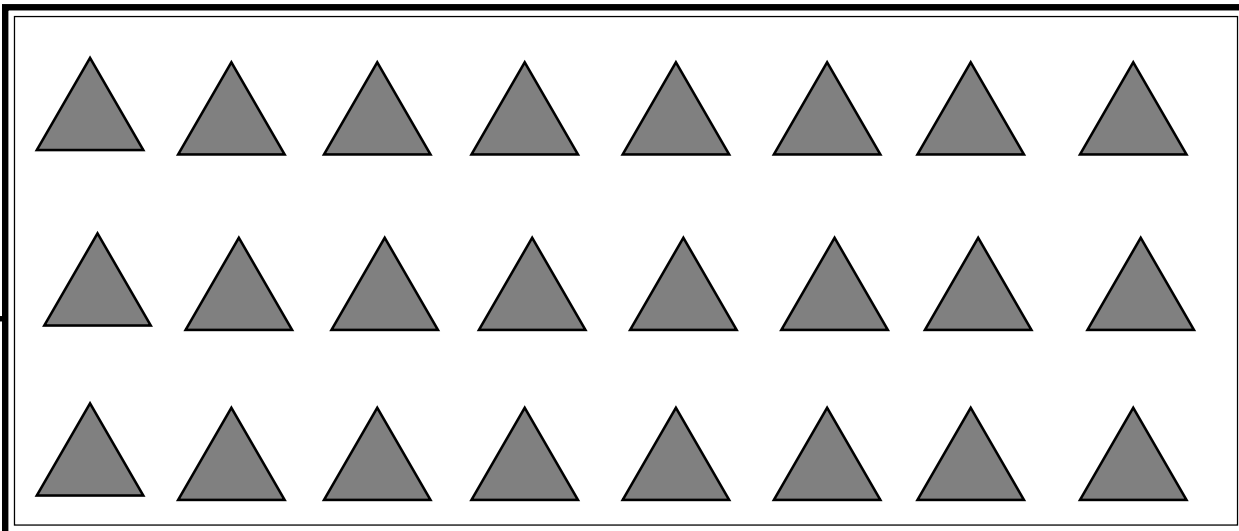
**Performance levels:**

Level III: The student correctly counts all items and writes all corresponding numerals.

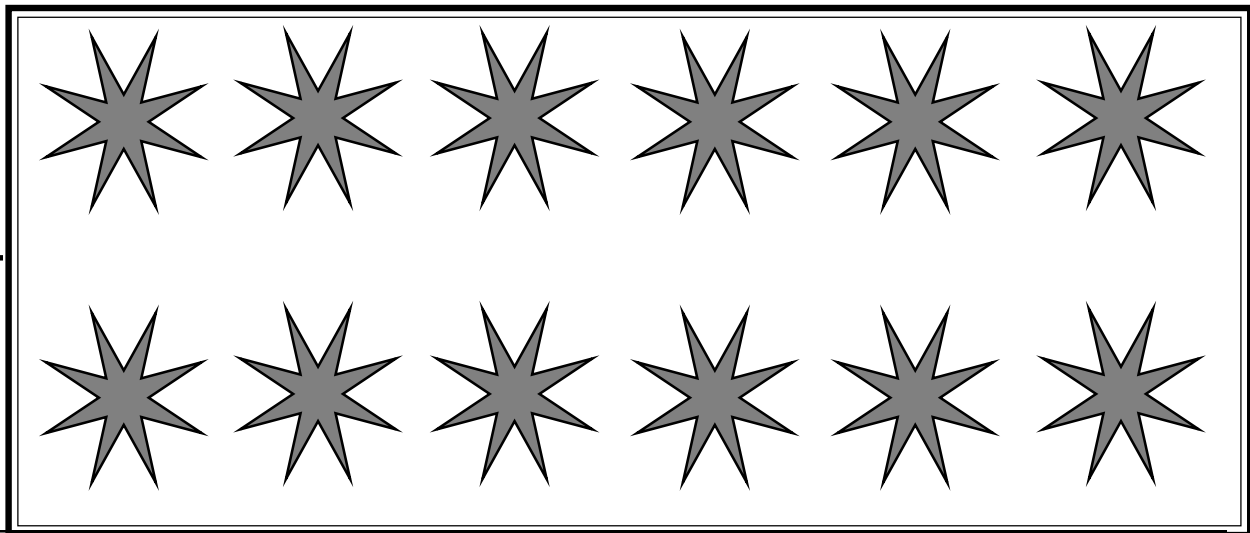
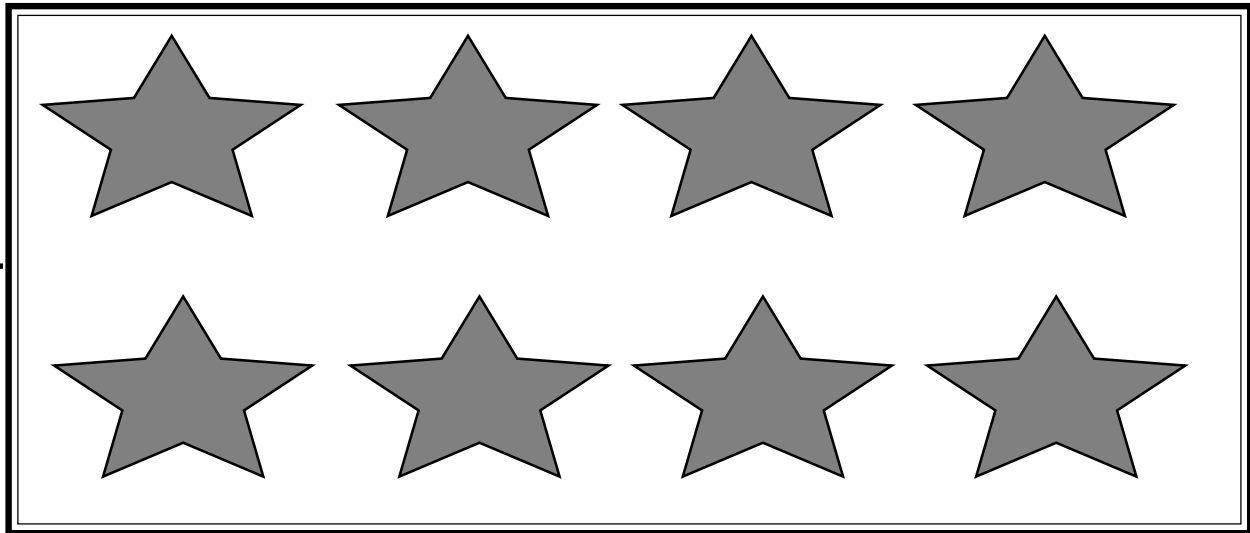
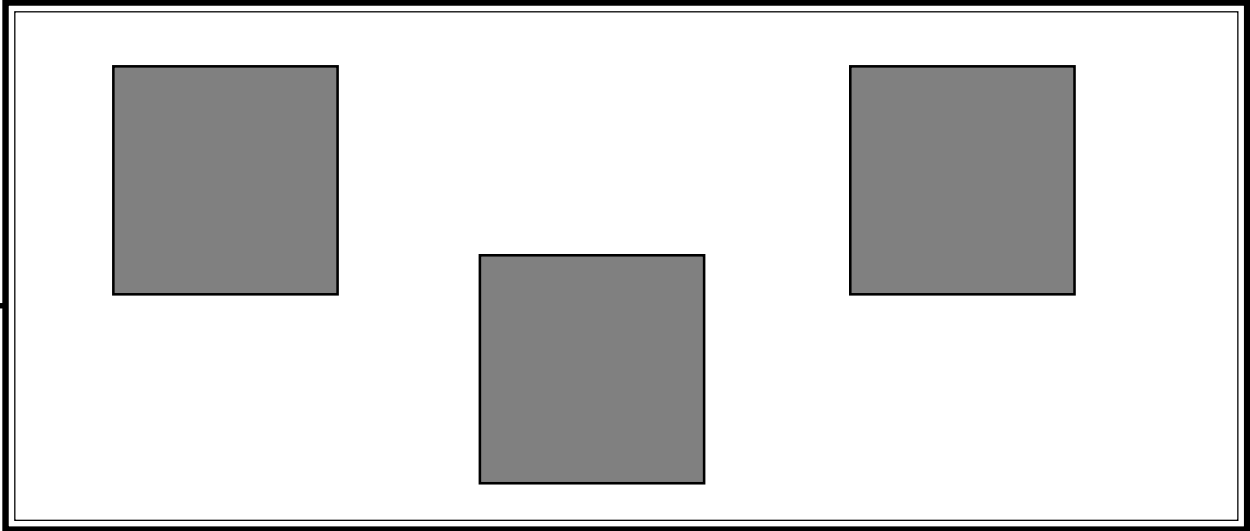
Level II: The student correctly counts at least half of the items and writes at least five corresponding numerals

Level I: The student correctly counts fewer than half of the items and writes fewer than half the numerals.

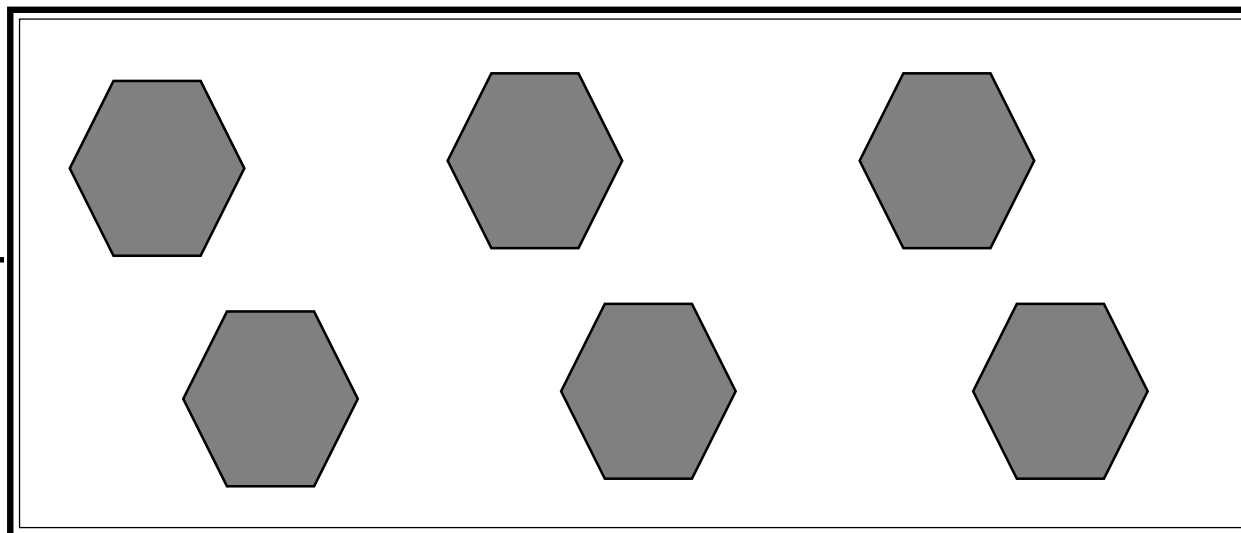
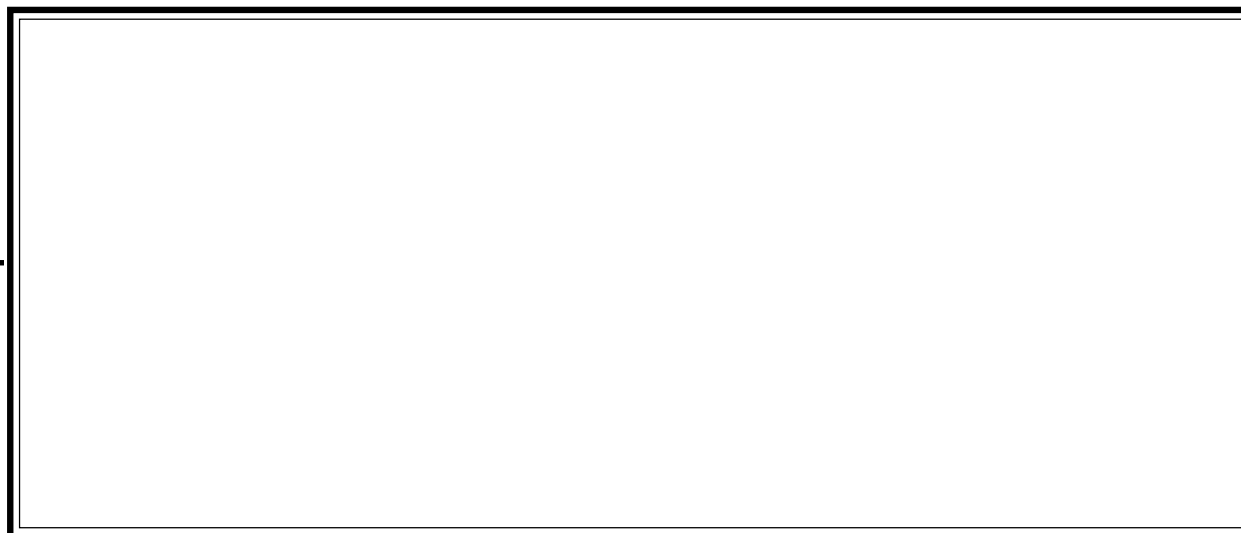
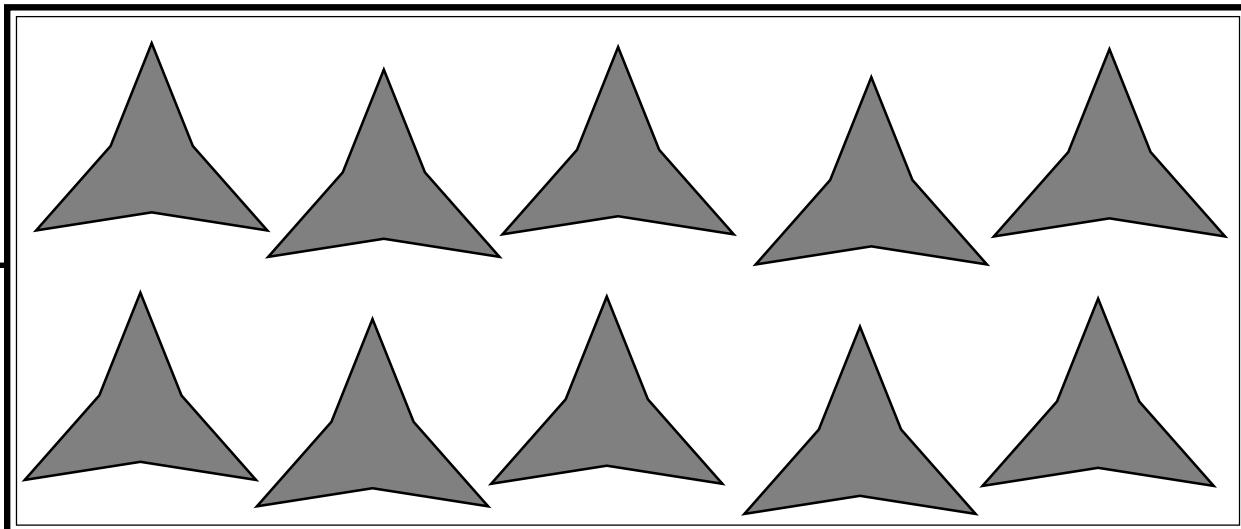
Blackline:  
Counting  
Cards



**Blackline:  
Counting  
Cards**

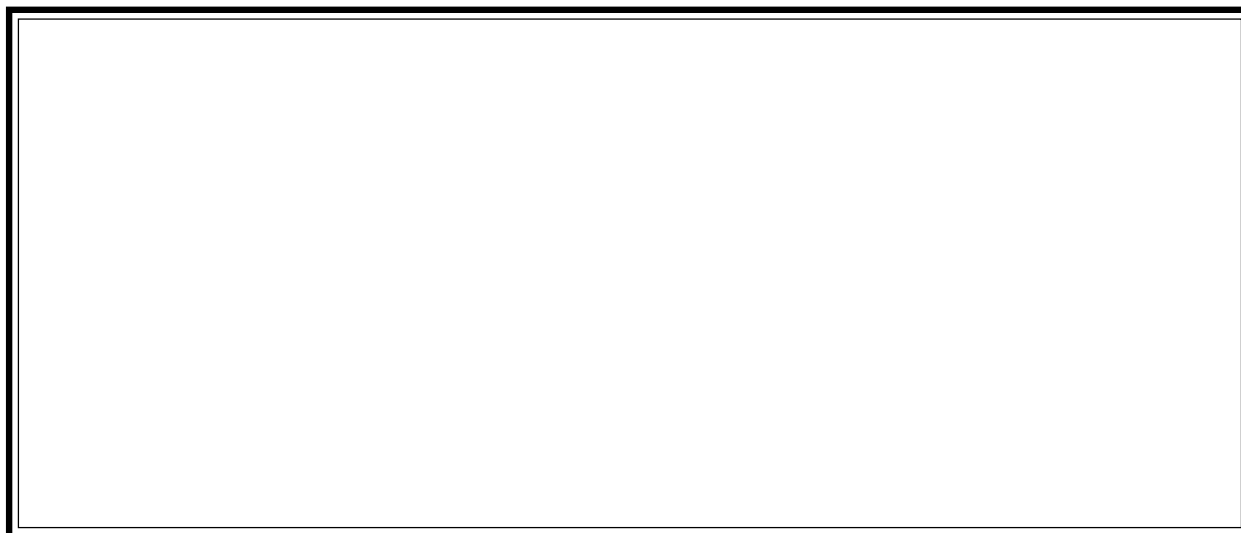
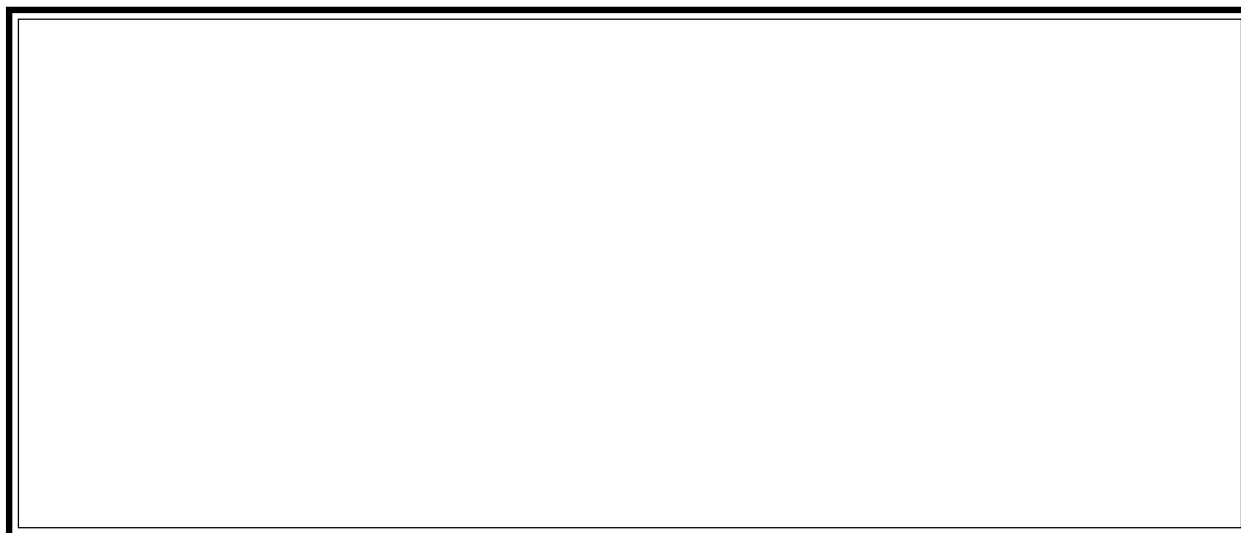
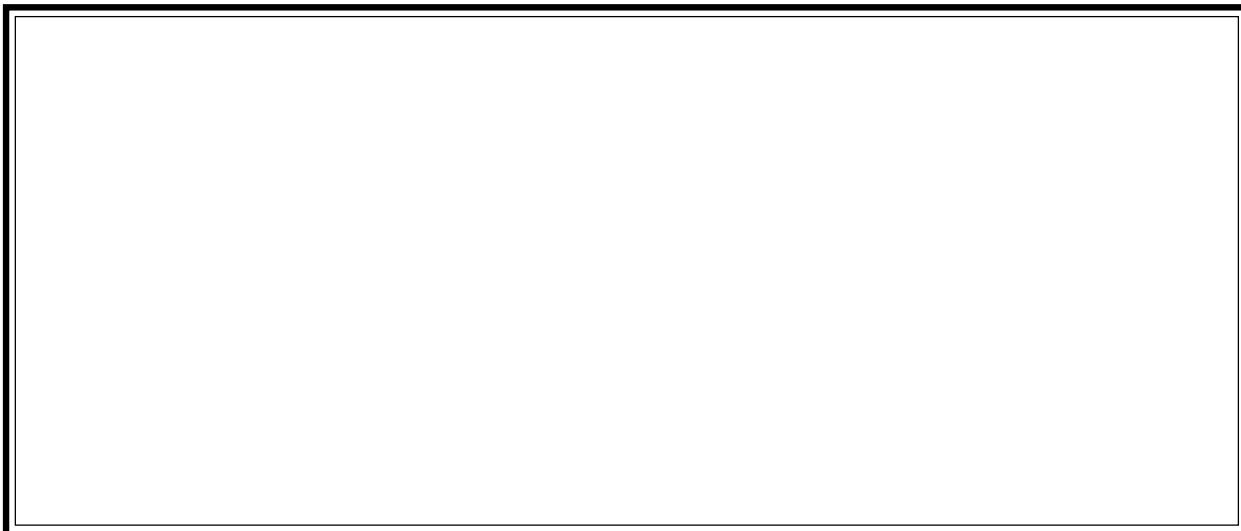


**Blackline:  
Counting  
Cards**





**Blackline:  
Counting  
Cards**



Alternate recording sheet:

**Assessment Task:** *Reading and Writing Numerals*

**Learning Target:** (1.01a) Connect model, word number (orally), and number, using a variety of representations.  
 (1.01 b) Count objects in a set.  
 (1.01c) Read and write numerals.

Check those numbers correctly identified. Make notes as needed.

Students' Names	0	3	5	6	8	10	12	14	24	Level	Notes

## Performance Task: *More, Less or Equal*

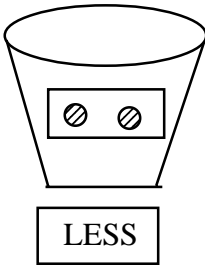
**Learning Target:** (1.01d) Compare and order sets and numbers.

**Materials:** 5 small tubs such as half-pound margarine tubs  
40 counters  
copy of **Number Sets to Ten** work mat blackline  
copy of **More, Less, Equal** blackline

prepare the tubs as follows

- 1) duplicate the **Number Sets to Ten** blackline
- 2) cut the number sets apart
- 3) attach the sets for the numbers 2, 4, 7, 9, 10 to the 5 tubs
- 4) duplicate the **More, Less, Equal** blackline and cut apart
- 5) shuffle the More, Less, and Equal cards and place in a pile face down

**Procedure:**



- Place the tubs, counters and cards in front of the student.
- Model for the student what to do:  
Draw a card. (imagine you draw “less”)  
Choose a tub - the one with 2 dots on it.  
Put less than 2 counters in the tub and leave the “less” card in front of the tub.  
Talk out loud as you model this saying “I drew the ‘less’ card and I chose the tub with 2 dots so I have to put less than 2 dots in the tub.”
- Return the materials to the supply in front of the student and ask him or her to draw cards, choose tubs and put counters in the tubs until all the tubs are used.

*Note: You could explain what to do to the whole class and set this up as a work station.*

**Observe and Note:**

- Record student responses using a class roster format.

**Performance levels:**

Level IV: The student correctly fills all five tubs.

Level III: The student correctly fills four tubs.

Level II: The student correctly fills two or three tubs.

Level I: The student correctly fills one or none of the tubs.

Class roster

**Performance Task:** *More, Less or Equal***Learning Target:** (1.01d) Compare and order sets and numbers.

Write how many tubs the student correctly filled and make any additional notes desired.

Students' Names	# correctly filled	Level	Notes

**More, Less, Equal Blackline**

<b>LESS</b>	<b>LESS</b>
<b>MORE</b>	<b>MORE</b>
<b>EQUAL</b>	<b>EQUAL</b>
<b>LESS</b>	<b>MORE</b>

**Performance Task:** *Comparing Trains***Learning Target:** (1.01d) Compare and order sets and numbers.**Materials:** Prepare the following connecting cube trains  
2 cubes - yellow  
4 cubes - red  
6 cubes - blue  
9 cubes - green  
10 cubes - black**Procedure:** *Task 1*

- Place the yellow 2-cube and blue 6-cube trains in front of the student.
- Ask the student to arrange the trains in order from shorter to longer.
- Hand the red 4-cube train to the student. Say...  
“Where would this train fit in the order?”  
“Put this train where it belongs.”

*Note: The student may stack, stand, or create a long line with the trains. Look for any approach that shows a definite order from shortest to longest.*

- If the student is successful, collect the trains and move on to task 2.  
If the student is not successful, skip to task 3.

*Task 2*

- Hand the red 4-cube, blue 6-cube and black 10-cube trains to the student.
- Ask the student to arrange the trains in order from shortest to longest.
- If successful, hand the green 9-cube train to the student, say...  
“Where does this train go in the order?”  
“Put this train where it belongs.”
- Move on to task 3.

**Task 3**

- Hand the red and green trains to the student. Say. . .  
“What can you tell me about the length of these 2 trains?”

*Note: You are listening for language such as “The red is shorter than the green” or “The green is 5 cubes longer than the red”. The student may point to one train and then the other saying “This one is shorter than that one.”*

- If the student does not compare the length of the trains, probe with questions like. . .  
“Is that all?”  
“What else can you tell me about the length of the trains?”

- Stand up the yellow and red trains. Ask. . .  
“What can you tell me about the height of these 2 trains?”

*Note: You are listening for language like “The red train is taller than the yellow.” or “The yellow is 2 cubes shorter than the red.” or “This one is taller than that one.”*

- If the student was successful with tasks 2 and 3, move on to task 4.

**Task 4**

- Give all of the trains to the student. Say. . .  
“Arrange these in order.”  
“Tell me about your arrangement.”

*Note: You are listening for language which compares the trains such as “I put the trains in line from longest to shortest.” or “I put the trains from shortest to tallest.” The student might also compare the trains by talking about the number of cubes. “I put this train first because it only has 2 cubes and this one is last because it has the most cubes.”*

- Record student responses.

**Performance levels:**

Level IV: The student successfully completes all four tasks.

Level III: The student successfully completes three tasks.

Level II: The student successfully completes two tasks.

Level I: The student successfully completes part or none of the tasks.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01d

**Task 1**

The student successfully/unsuccessfully ordered the 2-cube and 6-cube trains from shorter to longer.

The student successfully/unsuccessfully placed the 4-cube train.

**Task 2**

The student successfully/unsuccessfully ordered the 4-cube, 6-cube and 10-cube trains.

The student successfully/unsuccessfully placed the 9-cube train.

**Task 3**

The student successfully/unsuccessfully compared the red and green trains by saying:

The student successfully/unsuccessfully compared the yellow and red trains by saying:

**Task 4**

The student successfully/unsuccessfully ordered all of the trains.

The student successfully/unsuccessfully described the order of all the trains by saying:

**Performance levels:**

Level IV: The student successfully completes all four tasks.

Level III: The student successfully completes three tasks.

Level II: The student successfully completes two tasks.

Level I: The student successfully completes part or none of the tasks.



**Performance Task:** *We Line Up***Learning Target:** (1.01e) Use ordinals (1st - 10th).**Materials:** none**Procedure:**

- When lining up to go some place, ask a student to name the person who is third in line.
- Continue by asking who is  
fourth?  
first?  
second?  
fifth?

**Observe  
and  
Note:**

- If the student is successful, ask him or her to get into line so he or she is fourth.
- When asked to get into fourth place in line, does the student move into fourth or does the student count to 4 and get into fifth place.
- Record student responses below or use class roster format.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01e

Circle the ordinal numbers the student identifies: first second third fourth fifth

The student successfully/unsuccessfully places him or herself fourth in line.

**Performance levels:**Level III: The student identifies all five ordinal numbers.Level II: The student identifies two, three, or four ordinal numbers.Level I: The student identifies one or none of the ordinal numbers.

Class roster format:

**Performance Task:** *We Line Up*

**Learning Target:** (1.01e) Use ordinals (1st - 10th).

Check those ordinals in the table that each student successfully models.

Students' Names	1st	2nd	3rd	4th	5th	Level	Notes

**Performance Task:** *Bears Line Up***Learning Target:** (1.01e) Use ordinals (1st - 10th).**Materials:** Ten teddy bear counters placed in a line  
One extra teddy bear to be placed in line by the student**Procedure:** Teacher says, "The teddy bears are lined up to go home."  
"Point to the teddy bear who is third in line."  
Teacher continues by asking the student to point to the bear who is  
fourth?  
first?  
ninth?  
second?  
fifth?  
seventh?  
tenth?  
sixth?  
eighth?**Observe  
and****Note:**

- If the student is successful, ask him or her to place the additional bear so it is fifth in line.

Circle the ordinal numbers the student is able to identify.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01e

Circle the ordinal numbers the student identifies:

first second third fourth fifth sixth seventh eighth ninth tenth

**Performance levels:**Level III: The student identifies all ten ordinal numbers.Level II: The student identifies seven - nine ordinal numbers.Level I: The student identifies six or fewer ordinal numbers.

Class roster format:

**Performance Task:** *Bears Line Up*

**Learning Target:** (1.01e) Use ordinals (1st - 10th).

Check those ordinals in the table that each student successfully models.

Students' Names	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Level

**Performance Task:** *Estimating***Learning Target:** (1.01f) Estimate quantities fewer than or equal to 10.**Materials:** Zippy bag with three cubes or other counting items  
Zippy bag with eight cubes or other counting items.*Note: zippy bags should be the same size; avoid very small items.***Procedure:**

- Teacher says, “Let’s see how you estimate numbers”.
- Show the student the bag with three items and say, “This bag has three cubes”.
- Show the student the bag with eight items and say, “How many cubes do you think are in this bag?”.

*Note: If the student wants to count the items remind him or her that this is an estimating task, not a counting task.*

\*Option: You might choose to give directions to the whole group and ask each student to write his/her estimate on a sticky note or whisper in your ear.

**Observe  
and Note:**

- Record student performance below or use a class roster format.

Student’s Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01f

**Performance levels:**Level III: The student’s estimate is six - ten.Level II: The student’s estimate is four or five or between ten and twelve.Level I: The student’s estimate is less than three or more than twelve.

Class roster

**Performance Task:** *Estimating*

**Learning Target:** (1.01f) Estimate quantities fewer than or equal to 10.

Write each student’s estimate and make any additional notes - for example, you may want to ask the student why he or she thinks the estimate makes sense even though this is not part of the learning target.

<b>Students’ Names</b>	<b>Estimate</b>	<b>Level</b>	<b>Notes</b>

**Performance Task:** *Number Sets to Ten***Learning Target:** (1.01g) Recognize equivalence in sets and numbers 1-10.**Materials:** Reproduce **Number Sets to Ten** work mat blackline  
Reproduce **Numerical Cards** 0-10 (see blackline master) and cut them apart**Procedure:**

- Place the work mat in front of the student.
- Give the student a numeral card.
- Ask the student to name the numeral shown.
- Ask the student to match each numeral card to the right set on the work mat. Say...  
Put each numeral card with the right number of dots.
- Continue with the rest of the numeral cards.

**Observe and Note:**

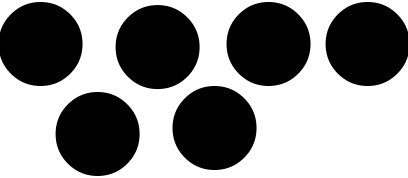
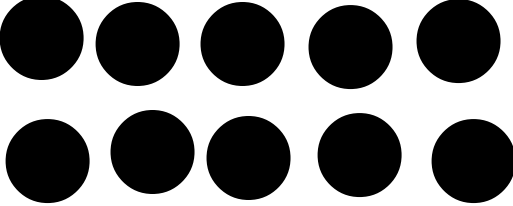



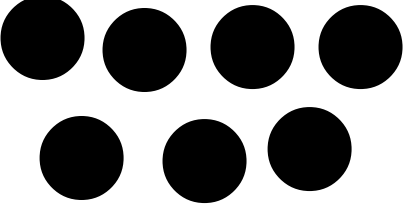
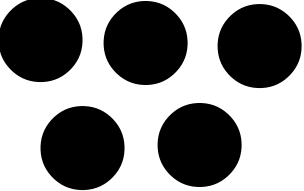

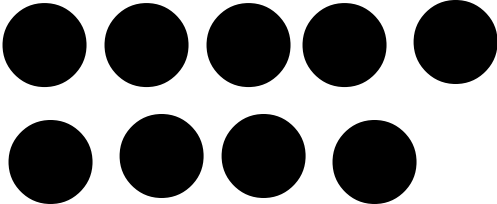
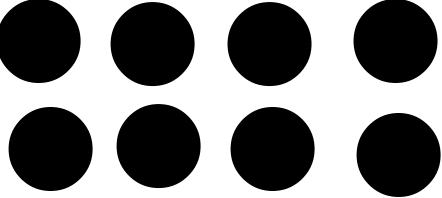
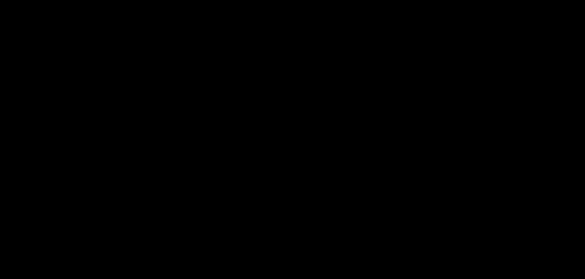
- Record student performance below or use a class roster format.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.01g

The child correctly matched sets to the following numerals: (circle or check)

0 1 2 3 4 5 6 7 8 9 10

**Performance levels:**Level III: The student correctly recognizes and matches all numerals 0-10.Level II: The student correctly recognizes and matches at least 5, but not all, of the numerals 0-10.Level I: The student correctly recognizes and matches less than 5 of the numerals 0-10.

Number Sets to Ten work mat blackline



0	1
2	3
4	5
<u>6</u>	7
8	<u>9</u>
10	

Numeral Cards 0-10 blackline

**Performance Task:** *Sharing Equally***Learning Target:** (1.02) Share equally (divide) between two people; explain .**Materials:** two pieces of paper or 2 paper plates  
20 counters or other counting materials

- Procedure:**
- Place the paper plates in front of the student.
  - Show the counters and tell the student to pretend that the counters are cookies.
  - Give the student 6 of the counters.
  - Ask the student to share the 6 “cookies” equally between 2 people by placing them on the paper plates.
  - Ask. . .
    - “How many cookies does each person get?”
    - “How do you know?”
  
  - Clear the paper plates.
  - Give the student 20 of the counters.
  - Ask the student to share the 20 “cookies” equally between 2 people by placing them on the paper plates.
  - Ask. . .
    - “How many cookies does each person get?”
    - “How do you know?”
  
  - Clear the paper plates.
  - Give the student 5 of the counters.
  - Ask the student to share the 5 “cookies” equally between 2 people by placing them on the paper plates.
  - Ask. . .
    - “How many cookies does each person get?”
    - “How do you know?”

**Observe  
and Note:**

- Record student performance below or use the class roster format.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 1.02

The student correctly/incorrectly divided 6 counters into 2 equal groups.

The student correctly/incorrectly divided 20 counters into 2 equal groups.

The student correctly/incorrectly divided 5 counters into 2 equal groups  
with 1 left over or explanation that the last “ cookie”  
would have to be cut in half or some other explanation.

**Performance levels:**

Level III: The student correctly divides sets of 6, 20, and 5 counters into 2 groups and explains.

Level II: The student correctly divides two of the sets of counters into 2 groups and explains.

Level I: The student is able to divide one of the sets of counters into 2 groups and explain.

Class Roster

**Performance Task:** *Sharing Equally*

**Learning Target:** (1.02) Share equally (divide) between two people; explain.

Check only when correct answers are given or demonstrated. Make notes as necessary.

Students' Names	Shared equally between 2 people the following:				Level	Notes
	6	20	5	explain		

**Performance Task:** *Alike and Different*

**Learning Target:** (2.01) Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).

**Materials:** a collection\* of objects such as plastic toys, shells, buttons, keys

**Procedure:**

- Place the collection in front of the student.
- Ask the student to choose 2 objects from the collection.
- Ask the student to tell how the 2 objects are alike.

*Note: if the student struggles, invite him or her to put two objects back and choose 2 others*

- Next ask the student to tell how the 2 objects are different.

Questions to prompt expanded responses may include:

What else can you tell me? or

Are there any other ways you can think of?

- Ask the student to return the 2 objects and choose 2 others.
- Repeat the questions.
- This can be done during this same assessment session or at a later session.

\*Each collection should represent a minimum of three attributes.

**Observe  
and Note:**

- Does the student go beyond physical characteristics? For example, “You ride in a car but you wear a coat.”
- Record student responses.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 2.01

**Trial 1**

Objects chosen by student: (list)

The student named \_\_\_\_\_ (number) likenesses. List likenesses named:

The student named \_\_\_\_\_ (number) differences. List differences named:

**Trial 2**

Objects chosen by student: (list)

The student named \_\_\_\_\_ (number) likenesses. List likenesses named:

The student named \_\_\_\_\_ (number) differences. List differences named:

**Performance levels:**

Level III: The student names two or more likenesses and two or more differences for both trials with no coaching and justifies responses using appropriate vocabulary.

Level II: The student names at least one likeness and one difference on one trial and needs coaching.

Level I: The student names one or no likenesses and one or no differences even with coaching.

Alternate recording sheet:

**Assessment Task:** *Alike and Different*

**Learning Target:** (2.01) Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).

<b>Students' Names</b>	<b>Objects Chosen</b>	<b>Likenesses</b>	<b>Differences</b>	<b>Level</b>

**Performance Task:**     *Comparing Attributes***Learning Target:**     (2.01) Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).**Materials:**

- Two toy animals made from different textured materials (such as a stuffed teddy bear and a teddy bear counter)
- Two trains made from connecting cubes that are different lengths one train should be a single color, the other a variety of colors

**Procedure:****Task 1**

- Place the toy animals in front of the student.
- Ask the student to compare the two trains using appropriate vocabulary (color, weight, height, width, length, texture).

**Task 2**

- Place the two trains in front of the student.
- Ask the student to compare the two animals using appropriate vocabulary (color, weight, height, width, length, texture).

Questions to prompt expanded responses may include:

How else could you compare/describe those two bears/trains?

What other attribute can you think of for these bears/trains?

**Observe  
and Note:**

- Does the student use appropriate vocabulary when comparing?
- Does the student use different attributes when comparing the trains than when comparing the bears?

**Performance levels:**

Level III: The student is able to compare attributes for both pairs in each task.

Level II: The student is able to compare attributes for one pair in one task.

Level I: The student is unable to compare attributes for either pair in each task.



**Performance Task:** *Calendar*

**Learning Target:** (2.02) recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

**Materials:** none

**Procedure:****Task 1**

- Ask the student to name the days of the week.
- If the student is successful ask additional questions. . .  
What day comes after Friday?  
What day comes before Tuesday?  
What day comes before Sunday?

**Task 2**

- Ask the student to name the months of the year.
- If the student is successful ask additional questions. . .  
What month comes after April?  
What month comes before September?  
What month comes after December?

**Task 3**

- Ask the student to name the seasons of the year.
- If the student is successful ask additional questions. . .  
What season comes after Winter?  
What season comes before Fall?

*Note: A “Water Fountain Assessment” approach is useful for these tasks.*

**Observe  
and Note:**

- Can the student name days that come before and after a specific day without reciting the whole list of days?
- Can the student name months that come before and after a specific month without reciting the whole list?
- Can the student name the season that comes before and after a specific season without reciting the list?

**Task 1**

The student correctly named the following days of the week: (circle days named)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

The student answers these additional questions.

What day comes after Friday? \_\_\_\_\_

What day comes before Tuesday? \_\_\_\_\_

What day comes before Sunday? \_\_\_\_\_

**Performance levels:**

Level IV: The student correctly names the days of the week and answers all additional questions.

Level III: The student correctly names the days of the week.

Level II: The student correctly names at least four days of the week.

Level I: The student correctly names fewer than four days of the week.

**Task 2**

The student correctly named the following months of the year: (circle months named)

January February March April May June

July August September October November December

The student answers these additional questions.

What month comes after April? \_\_\_\_\_

What month comes before September? \_\_\_\_\_

What month comes after December? \_\_\_\_\_

**Performance levels:**

Level IV: The student correctly names the months of the year and answers all additional questions.

Level III: The student correctly names the months of the year.

Level II: The student correctly names at least eight months of the year.

Level I: The student correctly names fewer than eight months of the year.

**Task 3**

The student correctly named the following seasons: (circle seasons named)

Spring      Summer      Fall      Winter

The student answers these additional questions.

What season comes after Winter? \_\_\_\_\_

What season comes before Fall? \_\_\_\_\_

**Performance levels:**

Level IV: The student correctly names all four seasons and all additional questions.

Level III: The student correctly names the four seasons.

Level II: The student correctly names two or three seasons.

Level I: The student correctly names one or no seasons.

Alternate recording sheet:

**Assessment Task:** *Days of the Week*

**Task 1**

**Learning Target:** (2.02) Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

Students' Names	Mon	Tues	Wed	Thur	Fri	Sat	Sun	Level

Alternate recording sheet:

**Assessment Task:** *Months of the Year*

**Task 2**

**Learning Target:** (2.02) Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

Students' Names	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Level

Alternate recording sheet:

**Assessment Task:** *Seasons of the Year*

**Task 3**

**Learning Target:** (2.02) Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

Students' Names	Spring	Summer	Fall	Winter	Level

**Performance Task: Shapes**

**Learning Target:** (3.01) Identify, build, draw and name triangles, rectangles, and circles: identify, build, and name spheres and cubes.

**Materials:** Attribute blocks, Relationshapes or shapes cut from blackline master **Shapes I**, clay, toothpicks, marshmallows, gumdrops, craft sticks, yarn, geoboards, rubber bands, aluminum foil, playdough, for making shapes.

**Procedure:**

- Place the shapes in front of student.
- Ask the student to choose a shape and give its name.
- Ask the student to draw/build the shape using any of the materials provided.
- Continue the procedure with a circle, triangle, rectangle, sphere, and cube.

**Observe and**

**Note:**

- Does the student have difficulty with any shape or shapes? Does s/he confuse circle and sphere. Can s/he describe the shapes?

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 3.01

Shape	Identifies	Draws	Builds	Notes
circle				
triangle				
rectangle				
sphere				
cube				

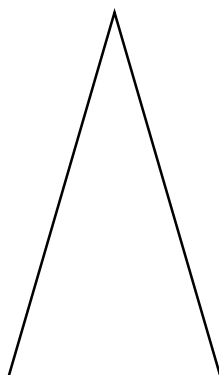
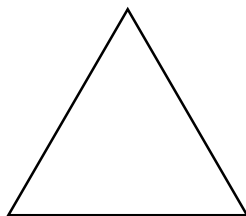
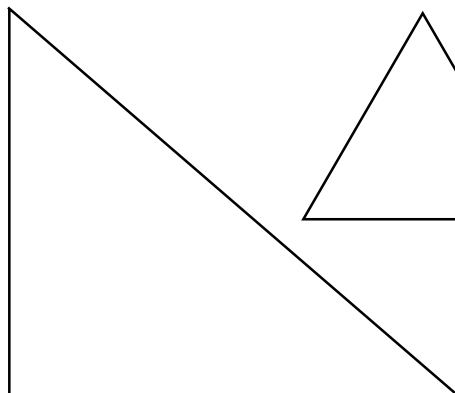
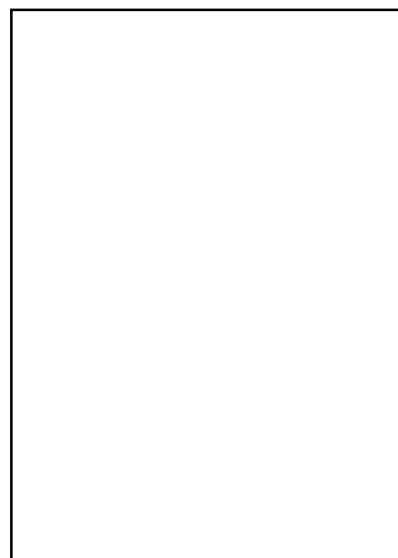
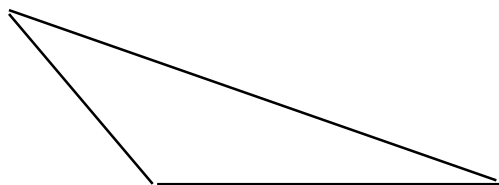
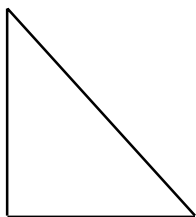
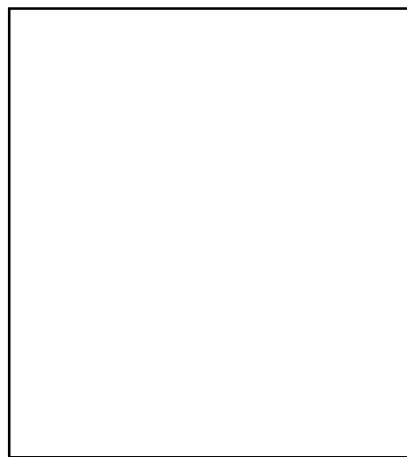
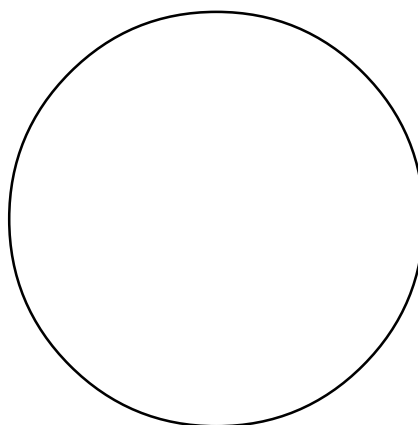
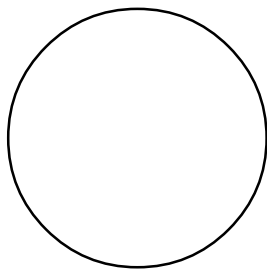
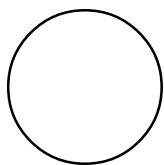
**Performance levels:**

Level III: The student identifies all five shapes and draws/builds the shapes.

Level II: The student identifies at least three shapes and draws/builds at least two shapes.

Level I: The student identifies fewer than three shapes and has difficulty drawing building one shape.

**Shapes I Blackline**







**Performance Task: Likenesses and Differences - Plane Figures****Learning Target:** (3.02) Compare geometric shapes (identify likenesses and differences)**Materials:** Blackline master **Shapes II** reproduced on stiff paper and cut out or similar items from Relationshapes.**Procedure:**

- Place a triangle and rectangle before student.
- Ask, “How are these shapes alike?”.
- Encourage student to give expanded responses with questions such as, “Can you tell me more? , or “”Is there anything else?” , or “Is that all?”
- Ask, “How are these shapes different?”.
- Encourage student to give expanded responses with questions such as, “Can you tell me more? , or “”Is there anything else?” , or “Is that all?”

*Note: Continue probing for responses that go beyond color, size and material. For example, the number of sides, or the “corners”.*

**Observe and Note:**

- The vocabulary used, ease of recognition,, and confidence in describing likenesses and differences.
- Record student responses.

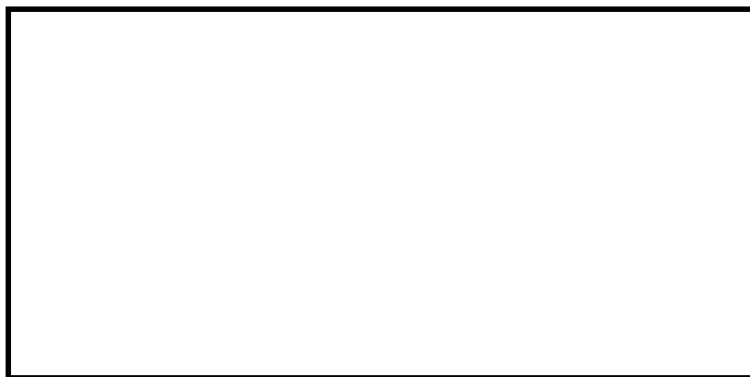
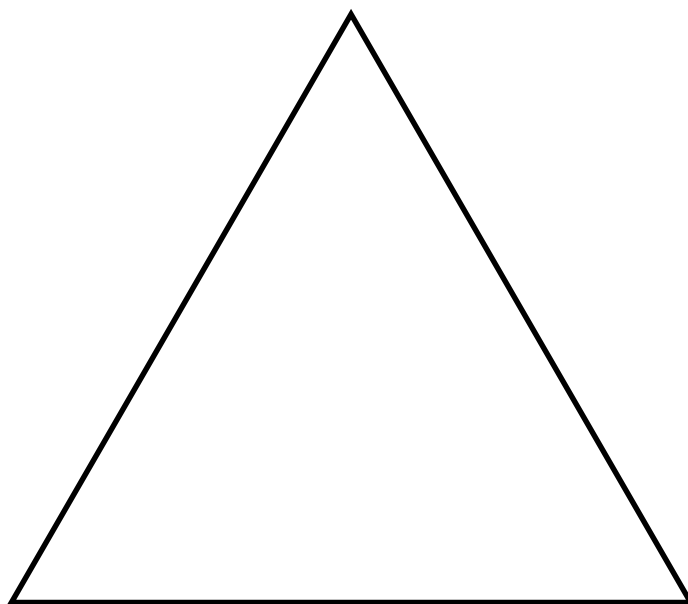
Student’s Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 3.02

The student compared the triangle and rectangle and named these likenesses:

The student compared the triangle and rectangle and named these differences:

**Performance levels:****Level III:** The student identifies a total of four or more likenesses/differences**Level II:** The student identifies at least three likenesses/differences.**Level I:** The student identifies two or less likenesses/differences.

**Shapes II Blackline**



**Performance Task:** *Positional Words***Learning Target:** (3.03) Model and use directional and positional vocabulary.**Materials:** a block or some other object  
an open container, large enough to hold the object**Procedure:**

- Put the container on the table in front of the student with the opening facing the student.
- Hand the object to the student.
- Ask the student to perform the following tasks:
  - place the object...
    - in the container
    - beside the container
    - above the container
    - under the container
    - behind the container
    - in front of the container
    - on the container
  - make the object go...
    - around the container
    - over the container

*Note: Add other directions for positional or directional words you have worked with in class.*

**Observe and Note:**

- Record student responses on an individual sheet or use class roster.

**Performance levels:**

Level III: The student models all 9 words listed.

Level II: The student models at least 5 of the words listed, but not all.

Level I: The student models fewer than 5 of the words listed.

**Performance Task:** *Positional Words***Learning Target:** (3.03) Model and use directional and positional vocabulary.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 3.03

Check those words in the table that the student successfully models.

Position	Modeled
in	
beside	
above	
under	
behind	
in front	
on	
around	
over	

**Performance levels:**Level III: The student models all nine terms listed.Level II: The student models at least five of the terms listed, but not all.Level I: The student models fewer than five of the terms listed.

Class roster format:

**Assessment Task:** *Positional Words*

**Learning Target:** (3.03) Model and use directional and positional vocabulary.

Check those words in the table that each student successfully models.

Students' Names	in	beside	above	under	behind	in front	on	around	over				Level

**Performance Task: *Oh Hexagon!***

**Learning Target:** (3.04) Complete simple spatial visualization tasks and puzzles.

**Materials:** Hexagon Work Mat (see **Blackline Master**)  
pattern blocks, at least  
4 hexagons  
10 trapezoids  
15 blue parallelograms  
32 triangles

**Procedure:*****Task 1***

- Place the Hexagon Work Mat in front of the student.
- Ask the student to use the pattern blocks to cover the shape. Say. . .  
“Be sure the blocks fit inside the shape exactly.”
- If the student is successful, move on to task 2.

***Task 2***

- Ask the student to find a different way to cover the big hexagon shape using a different set of shapes..
- If the student is successful, move on to task 3.

***Task 3***

- Give the student 4 hexagons and 4 blue parallelograms.
- Ask the student to fit these blocks onto the large hexagon shape.

**Observe  
and Note:**

- When finding a different way to cover the shape, does the student clear the shape and start over or does the student make substitutions - for example, trading 2 trapezoids for a hexagon.
- Record student performance below or use the alternate recording format.

**Performance levels:**

Level IV: The student successfully completes all three tasks.

Level III: The student successfully completes two tasks.

Level II: The student successfully completes one task.

Level I: The student successfully completes none of the tasks.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 3.04

The student successfully/unsuccessfully completes task 1.

The student successfully/unsuccessfully completes task 2.

The student successfully/unsuccessfully completes task 3.

**Performance levels:**

Level IV: The student successfully completes all three tasks.

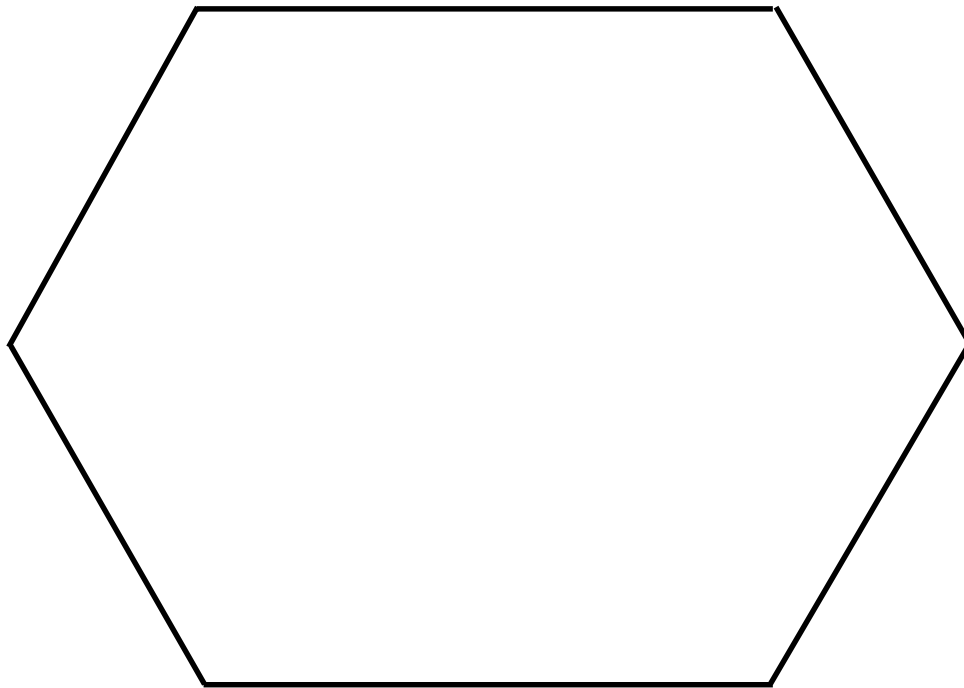
Level III: The student successfully completes two tasks.

Level II: The student successfully completes one task.

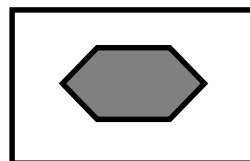
Level I: The student successfully completes none of the tasks.





**Oh Hexagon! Work Mat Blackline**

*Note to teacher: Trace this hexagon shape in the center of a clean styrofoam meat tray or plate. Cut out the hexagon shape and use the template to help students complete the task. The template will keep the pieces from shifting.*



**Performance Task:** *Attribute Sorting***Learning Target:** (5.01) Sort and classify objects by one attribute.**Materials:** junk collections such as plastic toys, shells, buttons, keys

- Procedure:**
- Place the materials in front of the student.
  - Ask the student to think of a way to sort the objects and to sort them.  
Say...  
Think of a way to sort the objects.  
Move them into groups so I can see how you want to sort them.
  - Then have the student explain his or her sorting rule.  
Tell me your sorting rule.  
*Note: if the student hesitates, say...*  
*How are all of these (pointing to a group) alike? and these? (pointing to another group) and so on.*
  - Have the student return the objects to the collection and sort using a different rule.
  - Repeat the questions.

**Observe and Note:**

- The student's ability to sort by his or her own rule and explain it.

**Performance levels:**

**Level IV:** The student sorts by his or her own rules for both trials and explains complex rules. For example, "These are all blue, round and have four holes."

**Level III:** The student sorts by and explains his or her own rules for both trials.

**Level II:** The student sorts for two trials and explains sorting rules for only one trial.

**Level I:** The student sorts for one or no trials and explains for no trial.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 5.01

**Trial 1**

The student successfully/unsuccessfully sorted according to his or own her rule.

The student successfully/unsuccessfully stated or explained the rule. The student's rule(s):

**Trial 2**

The student successfully/unsuccessfully sorted according to his or her rule.

The student successfully/unsuccessfully stated or explained the rule. The student's rule(s):

**Performance levels:**

Level IV: The student sorts by his or her own rules for both trials and explains complex rules. For example, "These are all blue, round and have 4 holes."

Level III: The student sorts by and explains his or her own rules for both trials.

Level II: The student sorts for 2 trials and explains sorting rules for only 1 trial.

Level I: The student sorts for 1 or no trials and explains for no trial.

**Performance Task:** *Creating Patterns***Learning Target:** (5.02) Create patterns with actions, words and objects.**Task 1****Materials:** none**Procedure:**

- Ask the student to create and act out a pattern. Say. . .  
“Make a pattern with body motions.”  
“Repeat your pattern 3 times.”

**Task 2****Materials:** none**Procedure:**

- Ask the student to create a pattern using words. Say. . .  
“Use words to make a pattern.”  
“Repeat your pattern 3 times.”

*Note: If the student is successful with both tasks 1 and 2, ask him or her to create a pattern combining both body motions and words.*

*Say. . .*

*“Can you make a pattern with both words and your body?”  
“Repeat your pattern 3 times.”*

**Task 3****Materials:** connecting cubes in at least 4 different colors**Procedure:**

- Ask the student to create a pattern using the connecting cubes. Say. . .  
“Make a pattern with the cubes.”  
“Repeat your pattern 3 times.”

*Note: If the student is successful and you think he or she could go further, encourage the student to create a more complex pattern.*

*Ask. . .*

*“Can you make an AABC pattern with the cubes?”*

**Observe  
and Note:**

- Record student behavior.

**Performance levels:**

**Level IV:** The student successfully completes all three tasks including the extra challenge of combining motions and words, and the AABC pattern with cubes.

**Level III:** The student successfully completes all three tasks not including the extra challenge of combining motions and words.

**Level II:** The student is able to complete two of the three tasks successfully.

**Level I:** The student is able to complete one or none of the tasks.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Obj. 5.02

The student successfully/unsuccessfully acts out a pattern.

Describe the pattern:

The student successfully/unsuccessfully creates a pattern with words.

Describe the pattern:

The student successfully/unsuccessfully creates a pattern with motions and words.

Describe the pattern:

The student successfully/unsuccessfully makes a pattern with cubes.

Describe the pattern

The student successfully/unsuccessfully makes an AABC pattern with cubes.

**Performance levels:**

Level IV: The student successfully completes all three tasks including the extra challenge of combining actions and words, and the AABC pattern with cubes.

Level III: The student successfully completes all three tasks not including the extra challenge of combining actions and words.

Level II: The student is able to complete two of the three tasks successfully.

Level I: The student is able to complete one or none of the tasks.

**Connecting Cubes Blackline**



