

CCSS Mathematics Assessment Task

Shapes and Positions

Grade Level: Kindergarten

Mathematics Domain and Cluster:

Domain: Geometry

Cluster: Identify and describe shapes.

Common Core standard(s) being assessed (if the task is intended to assess only one part of the standard, underline that part of the standard):

K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.2: Correctly names shapes regardless of their orientations and overall size.

Student Materials:

- Attribute blocks (1 square, 1 circle, 1 triangle, 1 rectangle, 1 hexagon per student)
- Geometric shapes (1 cube, 1 cone, 1 cylinder, 1 sphere per student)

Teacher Materials:

- Positional Workmat Assessment
- Checklist
- Pencil

Directions (for teacher to administer assessment task):

Teacher should assess students individually or in small groups.

- Place the attribute blocks and geometric shapes next to the Assessment. Ask question prompts.
- Record the student's responses on the Checklist.

Prompt:

- Place the Positional Workmat Assessment in front of the student. Say: **Put the square above the line.** (Point to the line in the center of the workmat.)
- Place the circle below the line. Say: **Use your words when you answer. Where is the circle?**
- Remove the square. Place the rectangle above the line. Say: **Use your words when you answer. Where is the rectangle?**
- Remove the Positional Workmat Assessment. Place the rectangle in front of the student. Place the hexagon beside the rectangle. Say: **Again, use your words when you answer. Where is the hexagon?**
- Remove the rectangle and hexagon. Place the cube in front of the student. Say: **Put the cone behind the cube.**
- Place the cylinder in front of the cube. Say: **Use your words when you answer. Where is the cylinder?**
- Place the sphere behind the cone. Say: **Use your words when you answer. Where is the sphere?**

Correct or Model Answer:

Student should have the square above the line.

Possible Student Responses: "The circle is below/under the line." "The rectangle is above/over the line." "The hexagon is next to/beside the rectangle."

CCSS Mathematics Assessment Task

Student should have the cone behind the cube.

Possible Student Responses: “The cylinder is in front of the cube.” The sphere is behind/in back of the cone.”

Scoring Guide/Rubric (a score should be awarded for each criterion below)

Criteria (CCSS code)	0 points	1 Point	2 Points
Describes the position of objects. (K.G.1)	Student does not accurately describe any positions of objects.	Student accurately describes 1-4 positions of objects.	Student accurately describes all 5 positions of objects.
Correctly names shapes (K.G.2)	Student accurately identifies 0-3 shapes.	Student accurately identifies 4-7 shapes.	Student accurately identifies all 8 shapes.

CCSS Mathematics Assessment Task

Positional Workmat

Listen carefully and place the 2-D/flat and 3-D/solid shapes following my directions.

The workmat consists of a large rectangular area divided into two equal horizontal sections by a single horizontal line. The top section is a rectangle, and the bottom section is also a rectangle. The entire workmat is enclosed within a thin black border.

Checklist

[illegible]

CCSS Mathematics Assessment Task

[illegible]

Scoring Guide/Rubric (a score should be awarded for each criterion below)

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Correctly names shapes (K.G.2)	Student accurately identifies 0-3 shapes.	Student accurately identifies 4-7 shapes.	Student accurately identifies all 8 shapes.