CCSS Mathematics Assessment Task

Comparing 2-D and 3-D Shapes

Grade Level: Kindergarten

Mathematics Domain and Cluster:
Domain: Geometry
Cluster: Identify and describe shapes. Analyze, compare, create, and compose 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.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Student Materials:

- Pencil

Teacher Materials:

- Comparing 2-D and 3-D Shapes Assessment
- Attribute blocks (one rectangle per student)
- Geometric shapes (one cube per student)

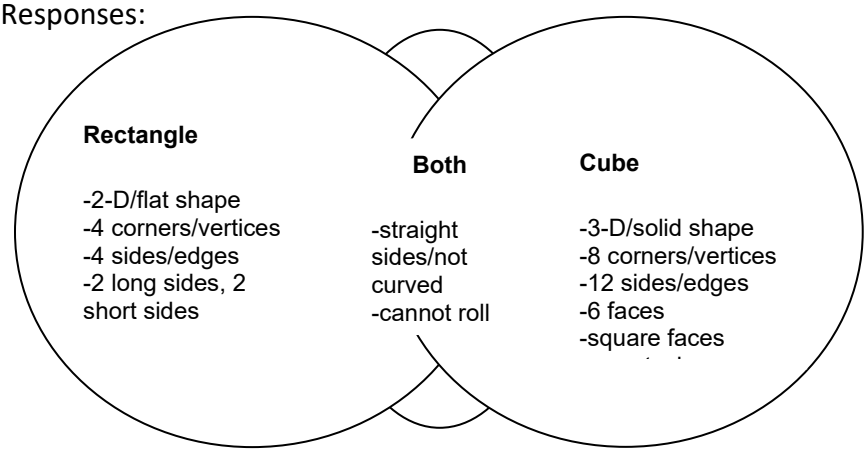
Directions (for teacher to administer assessment task):
Teacher should assess students individually.

- Hand out Comparing 2-D and 3-D Shapes Assessment Sheet (one per student). Ask question prompts.
- Teacher can write the student's responses when comparing the similarities and differences of a rectangle and cube.

Prompt:

- Give the student a rectangle. Say: **Here is a rectangle. Is this shape a 2-D/flat or 3-D/solid?**
- Give the student a cube. Say: **Here is a cube. Is this shape a 2-D/flat or 3-D/solid? Now, look carefully at the rectangle and the cube. Use the Venn Diagram to compare these shapes. How are they the same? How are they different?**

Possible Student Responses:



CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Points**
Identifies shapes as two-dimensional/flat or three-dimensional/solid. (K.G.3)	Student does not accurately identify rectangle as 2-D/flat or cube as 3-D/solid.		Student accurately identifies rectangle as 2-D /flat and cube as 3-D/solid.
Analyzes and compares similarities and differences of two- and three-dimensional shapes. (K.G.4)	Student does not accurately identify one unique attribute of each shape and does not identify one similar attribute.	Student accurately identifies one unique attribute of each shape OR one similar attribute.	Student accurately identifies two unique attributes of each shape AND one similar attribute.

Note: The student does not need to be able to fill out the Venn diagram on their own. If the student is able to verbally tell the teacher the similarities and differences of the shapes, that would suffice.

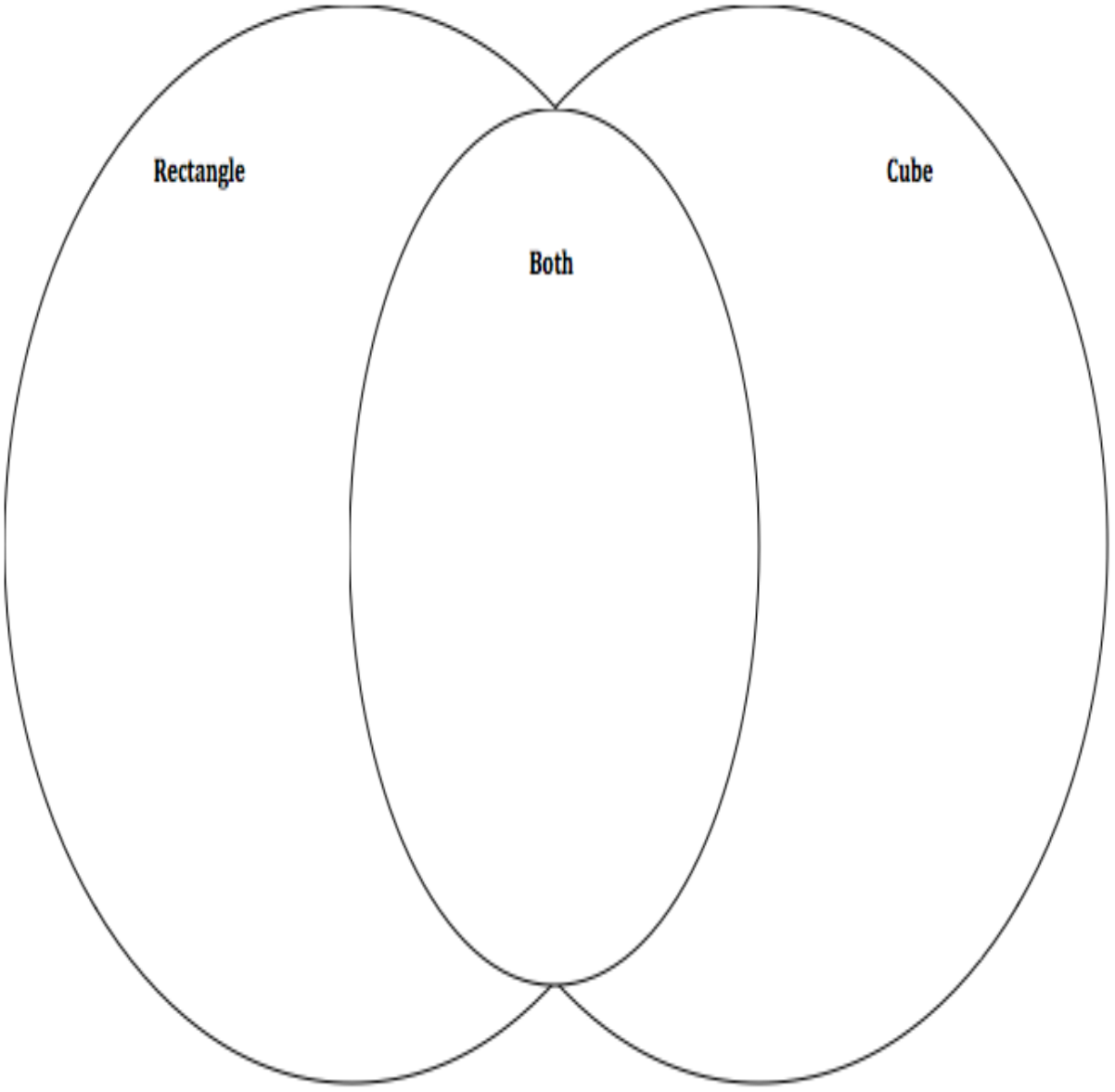
CCSS Mathematics Assessment Task

Name: _____ Date: _____

Comparing 2-D and 3-D Shapes

Kindergarten Mathematics Assessment (K.G.3, K.G.4 – Task 1)

Look carefully at the rectangle and the cube. Use the Venn Diagram to compare these shapes. How are they the same? How are they different?



CCSS Mathematics Assessment Task

Scoring Guide/Rubric (a score should be awarded for each criterion below)			
Criteria (CCSS code)	**0 points**	**1 Point**	**2 Points**
Identifies shapes as two-dimensional/flat or three-dimensional/solid. (K.G.3)	Student does not accurately identify rectangle as 2-D/flat or cube as 3-D/solid.		Student accurately identifies rectangle as 2-D /flat and cube as 3-D/solid.
Analyzes and compares similarities and differences of two- and three-dimensional shapes. (K.G.4)	Student does not accurately identify one unique attribute of each shape and does not identify one similar attribute.	Student accurately identifies one unique attribute of each shape OR one similar attribute.	Student accurately identifies two unique attributes of each shape AND one similar attribute.