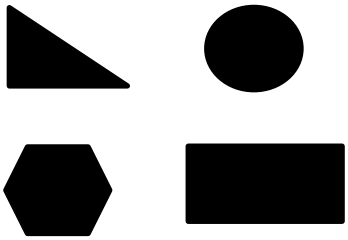
Name _____ Assessed by _____ Date _____

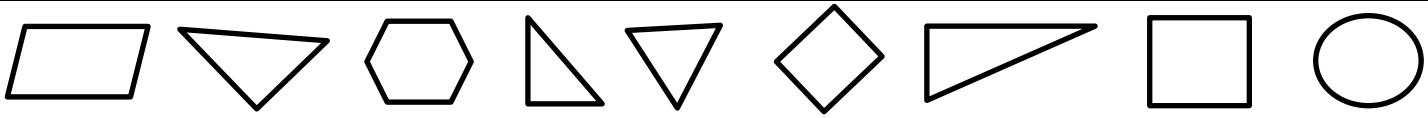
Primary Mathematics Assessment Kindergarten

Materials Needed:

~ pencil ~ a number cube	~pattern blocks (hexagons, triangles (6), rhombi (3), and trapezoids(2))	~ water bottle (optional)
Instructions	Performance Objectives	Scoring Circle the answer given by the student
1a. Show the students the shapes below and say, *"What shape is below the circle?"*	Can the student identify the relative position of an objects using terms such as above, below, beside, in front of, behind, and next to.? (K.G.1)	1a. 0. No response 1. No 2. Yes
1b. Show the students the shapes below and say, *"What shape is above the hexagon?"* .	Can the student identify the relative position of an objects using terms such as above, below, beside, in front of, behind, and next to.? (K.G.1)	1b. 0. No response 1. No 2. Yes
1c. Show the students the shapes below and say, *"Use above, below, in front of, behind, or next to to describe where the triangle is."*	Can the student describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.? (K.G.1)	1c. 0. No response 1. No 2. Yes ***In order to receive a "yes", students must say 1 sentence using the positional words.**



2. Show the students the shapes below and say, *"Circle all the triangles."*	Can the student identify the shapes regardless of their size and orientations? (K.G.2)	2. 0. No response 1. No 2. Yes ***All triangles must be circled to receive a yes.**



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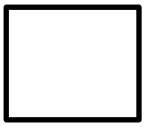
3a. Place the number cube next to the square and say, *"Which one is 3-dimensional?"* 3b. Say, *"How do you know it is 3-dimensional?"* 	Can the student identify shapes as 2-dimensional or 3-dimensional? (K.G.3) Can the student explain the difference between 2-dimensional and 3-dimensional? (K.G.3)	3a. 0. No response 1. No 2. Yes 3b. 0. No response 1. No 2. Yes ***Some possible answers include: It's a solid object, can be measured in 3 ways (length, width, height/depth)**
4. Say, *"Draw a rectangle. Now draw a square. What is the same about these shapes?"*	Can the student analyze and compare 2-dimensional shapes? (K.G.4)	4. 0. No response 1. No 2. Yes ***The student must label 1 similarity. Possible solutions are; 4 sides, 4 vertices, opposite sides are parallel.**
5a. Place the pattern blocks in front of the student and say, *"Show me one way to make a hexagon using the blocks."* **You may use the hexagon as a reference.** *5* b. Say, *"Show me another way to make a hexagon using the blocks."* **You may use the hexagon as a reference.**	Can the student compose simple shapes to form larger shapes? (K.G.6) Can the student compose simple shapes to form larger shapes? (K.G.6)	5a. 0. No response 1. No 2. Yes 5b. 0. No response 1. No 2. Yes
6. Show the picture of the water bottle or place a water bottle in front of the child and say, *"What are some ways we can measure this?"*	Can the student identify measurable attributes? (K.MD.1) 	6. 0. No response 1. No 2. Yes ***In order to receive a "yes", the student must name at least 2 measurable attributes (height, weight, width, or capacity)**
7. Show the picture of the two pencils and say, *"Which pencil is longer?"*	Can the student directly compare two objects and describe the difference? (K.MD.2)	7. 0. No response 1. No 2. Yes